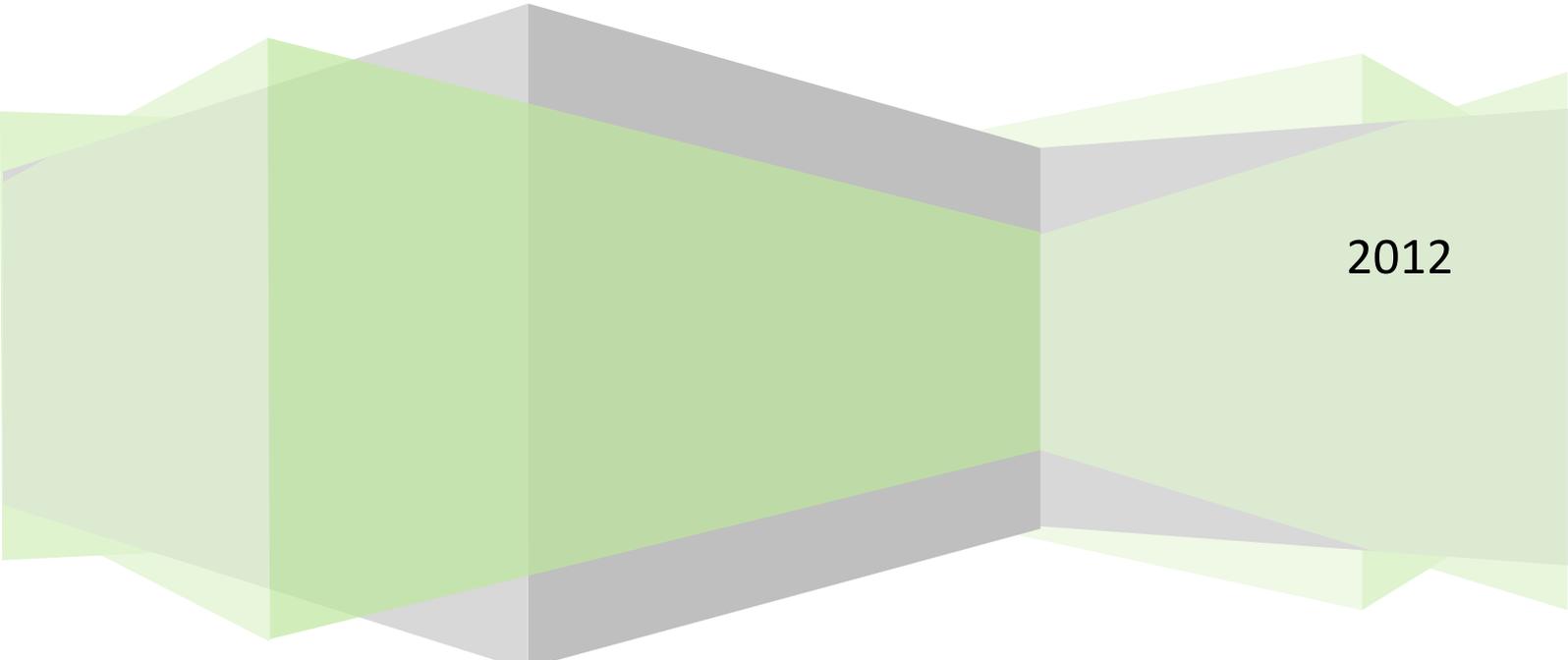


University of South Australia

They need to know....

**A report on teachers' use of the South
Australian Relationships and Sexual Health
Curriculum**

Bruce Johnson



2012

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Michele Simons helped in the early stages of the research by scoping the field of sexual health education and negotiating with SHine SA about the nature of the evaluation. She read and offered helpful editorial advice on drafts of this report.

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Finally, 18 very experienced sexual health teachers provided deep insights into the issues they confronted teaching the Curriculum. Their ideas informed the design of the online survey used by 104 teachers who completed the teacher survey.

Thank you everybody.

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Executive Summary

Since 2003, SHine SA has supported the teaching of its Relationships and Sexual Health Education Curriculum in state secondary schools through intensive teacher training and the provision of quality curriculum materials. However, recent technological and social changes have presented teachers with new challenges. This report outlines what contemporary issues secondary teachers face teaching about sexual health, and how they address them. A mixed method research approach was used involving focus group interviews with 18 teachers and an online survey which was completed by 104 teachers.

The study established that 97% of teachers found the Curriculum to be relevant, age appropriate, up to date, well-structured, comprehensive, engaging and practical. Because of their positive view of the Curriculum, more than 90% of teachers intensively taught its key components. The least taught features dealt with gender stereotyping, the influence of pornography and cyber bullying on sexual safety, and the social construction of gender. Only 9% of teachers thought that new topics or issues should be included in the Curriculum. Teachers taught the Curriculum because they believed their students need to know about human sexuality and sexual health so that they can make healthy choices about their own behaviour.

The norms and values underpinning the Curriculum – confidentiality, respect, and acceptance – were strongly supported by nearly all teachers. However, 40% of teachers reported being asked personal questions about their own sexuality, and 16% reported breaches of group norms about maintaining confidentiality and respecting others' views. Teachers' most common response was to reinforce the 'one-step-removed', 'use the third person' strategy to preserve confidentiality and enable the safe discussion of sexual issues.

Nearly 70% of teachers acknowledged that some of their students were sexually active while under the age of consent. Their most common response was to ensure that students had sufficient and appropriate information to make 'good choices' about their sexual behaviour. None of the teachers involved the police in cases of known or suspected underage sexual activity.

Despite working in diverse communities which have different beliefs and values about sexuality, only 16% of teachers reported dealing with parents who were critical of them or the Curriculum. Their responses involved consulting, sharing information, and negotiating with parents, while ultimately accepting parents' right to withdraw their children from all or parts of the Curriculum.

One surprising finding was that 28% of teachers had to deal with inappropriate sexual behaviour in class. Student behaviours ranged from sexual put-downs and accusations, through to kissing and sexual touching. Teachers used behaviour management strategies, applied agreed group norms, and provided one-to-one counselling for those involved.

Other issues that were problematic for teachers included dealing with cultural and religious diversity, addressing homophobia, and responding to the emergence of pornography and its influence on our young people.

Finally, more than 80% of teachers recommended initiatives that would further support their teaching of the Curriculum. These included more visual resources that were colourful, animated, interactive, realistic and web based. They also suggested more explicit activities that explore the impact of alcohol on sexual decision making.

Throughout the report, references are made to the international literature on sexual health education to provide a wider perspective on the issues faced by South Australian teachers of the Curriculum. These references also inform a number of provocative speculations about several emerging concerns that should be addressed to progress the development of relationships and sexual health curricula in South Australia in the future.

Introduction

Since 2003, SHine SA has supported the teaching of comprehensive sex and relationships education in South Australian secondary schools through the development of quality curriculum materials and teacher professional development activities. It has initiated regular and rigorous evaluations of its materials, support processes, and impact on students to confirm the value of its sexual health education strategy. These evaluations have established the quality of the curriculum materials, the efficacy of the teacher training and support approach used, the nature and extent of student learning about human sexuality and relationships, and students' assessments of the quality and usefulness of information covered in the program (Dyson & Fox, 2006; Johnson, 2006).

However, since the development of the original *Share (Sexual health and relationships education)* materials and teacher development strategies in the early 2000s, many changes have occurred in society and in schools that now affect teachers and students in powerful ways. Technological developments in telecommunications and broadband through internet enabled and digital smartphones and tablets have enabled the growth of online social networking, the exchange of digital images and videos, and more ready access to an ever increasing number of websites worldwide. These developments have challenged teachers to deal more explicitly with the negative effects of pornography on 'young people's attitudes and behaviours in relation to respectful relationships ... self-esteem and body image' (SHine SA, 2011, pp.2-3).

Significant changes in immigration patterns due to conflicts in Iraq and Afghanistan, and the Horn of Africa have altered the ethnic, cultural and religious make-up of many schools. These changes present particular challenges to State school teachers who have responsibility for teaching about sexual health and relationships from a secular perspective. While SHine SA has incorporated new teaching and learning activities in the new edition of its teacher resource, *Teach it like it is 2* (SHine SA, 2011), more research is needed to explore how teachers deal with these and other emerging issues that impact on students' learning about sexual health and relationships.

A review of recent literature has revealed a number of contemporary issues that teachers face when they teach comprehensive sex education and relationships programs. These issues include:

- identifying, naming and dealing with the inherent heteronormativity of schools and sex and relationships programs in particular. Related to this is the issue of countering homophobia and promoting anti-homophobic values and intervention strategies so that different forms of sexuality are acknowledged and accepted (Airton, 2009; Curran, Chiarolli & Pallotta-Chiarolli, 2009; DePalma & Jennett, 2007; .
- striking a balance between promoting tolerance, acceptance of difference, respect, equality, reciprocity, and mutuality, and promoting sexual safety, responsibility, and delayed sexual activity (Hirst, 2008;. Aggleton & Crewe, 2005).
- dealing with cultural and religious diversity in sexual matters (Dalloway, 2000; Kehily, 2002).

- reconciling different rationales for teaching sexual health and relationships (Thorogood, 2000; Kirby, 2002; Farrelly, O'Brien & Prain, 2007)
- acknowledging human sexual desire, sexual pleasure, and eroticism (Ingham, 2005)
- recognising adolescents as sexual beings while teaching the legal constraints on exploitative sexual relations involving young people (Allen, 2005; DECS, 2010)
- maintaining norms of confidentiality and privacy while recognising the universality and commonness of human sexuality in its various forms (DECS, 2010)
- critiquing mainstream pornography that reproduces oppressive and unequal male sexualities (Dworkin, 1981)

Given the saliency of these issues and their recent emergence as contested and problematic pressures that teachers need to address in sexual health education classes, SHine SA commissioned further research into these matters during 2011.

The investigation reported here focused specifically on teachers and the ways they identify and address the complex social, cultural, religious, and moral issues that arise when teaching young people about human sexuality and relationships. It recognised the central role teachers play in making decisions about program content, teaching resources, teaching methods, assessment arrangements, and student engagement. It also acknowledged the difficult and problematic nature of teaching about human sexuality in contexts in which some of the twelve principles on which SHine SA's program is based are highly contested.

The study aimed to better understand the role played by teachers in implementing quality sexual health and relationships education in contemporary secondary schools. It aimed to provide greater insight into teachers' curriculum and professional development needs and to produce the evidence on which to base new initiatives to support teachers' work in this area. Finally, it confirmed the importance of teachers as key decision makers in sexual health education and challenges the rationale of other sexual health promotion initiatives that down-play the role of teachers in implementing quality programs (Morgan, Robbins & Tripp, 2004).

Specifically, the study aimed to:

1. Identify the range of issues faced by teachers when implementing the Relationships and Sexual Health and Education Curriculum ('the Curriculum');
2. Identify the strategies used by teachers to address these issues;
3. Elicit teachers' views on the Curriculum resources they use to address the issues they face;
4. Elicit teachers' views on the nature and extent of in-school support they receive to address the issues they face.
5. Determine teachers' needs for further training and development, and curriculum materials support.

Methodology

Investigating teachers' views on the issues they face teaching adolescents about sexual health and intimate relationships presents some unique challenges, methodologically. Qualitative methods have the potential to identify, document, and 'know' – through interpretation – teachers' 'world views, values, meanings, beliefs, thoughts and general characteristics of life events, situations, ceremonies and specific phenomena under investigation' (Leininger, 1985, p. 5). However, such deep insight into the thinking of teachers comes at a price – it is limited to a few purposefully selected teachers whose views may or may not be typical of teachers more generally. In an attempt to achieve both depth and breadth of understanding about teachers' experiences teaching SHine SA's Relationships and Sexual Health Education Curriculum, a mixed methods approach was adopted in this study which involved conducting in-depth focus group interviews and administering an online survey containing both fixed response and open ended questions.

Focus group interviews

The focus group approach to data generation utilises group interactions to provoke and interrogate the thoughts, feelings and understandings of selected participants. It is particularly useful in situations in which sensitive or personal issues are the centre of interest as the more relaxed group atmosphere is less intense than a more formal one-to-one relationship (Lane, McKenna, Ryan & Fleming, 2001). A group approach also promotes a synergy among group members that often leads them to reveal thoughts and insights that may not have been revealed in more formal research settings. While these features of focus groups are widely recognised as strengths, a few caveats need to be acknowledged. Some researchers maintain that the claimed benefits of focus groups have not been verified empirically, that the approach relies on dubious self-report data, and that the social dynamics of informal groups can promote dangerous 'groupthink' characterised by conformity with majority views (Krueger & Casey, 2000; Bloor, Frankland & Robson, 2001).

With these strengths and weaknesses in mind, it was decided to proceed with a small and exploratory study of the issues teachers face teaching the Relationships and Sexual Health Education Curriculum. In choosing to use small focus groups as the starting point for a larger exploration of the issues using other methods, it was acknowledged that this type of qualitative approach had the potential to generate new insights and understandings that could then inform the design of other data gathering instruments.

Developing an interview protocol

Areas of research interest were identified from the literature and through consultations with key personnel from SHine SA who were responsible for the development and dissemination of its Relationships and Sexual Health Education Program. A comprehensive list of questions was assembled (see Appendix A) to guide the focus group interviews, based on these readings and discussions.

Development of stimulus vignettes

While the proposed interview protocol comprehensively addressed the issues reflected in the project's research aims, it was thought that just launching into such delicate and confronting questions could be disconcerting and threatening for participants. A 'gentler' introduction was

designed to represent some of the issues in story form with hypothetical teachers confronting typical problems about:

- How to reconcile personal values within a secular approach to sex education
- How to deal with parental pressure and influence
- Pornography and its effects
- Homophobia, and
- Heteronormativity

(see Appendix B)

Members of SHine SA's Relationships & Sexual Health Education Network – an interest group of teachers who teach the program – were invited by email to volunteer to be participants in the focus group interviews. A total of 18 teachers expressed an interest in being involved and were sent detailed information about the proposed research and an approved consent form to complete (see Appendix C and D). The teachers taught at 10 secondary schools – 6 metropolitan Government schools, 3 country Government schools and 1 outer suburban Independent Christian school. Most of the teachers were female (15), all were aged over 40 years, and were very experienced teachers of the program. The city based teachers were grouped into geographic areas and interviewed face-to-face in groups of 3-4. The country based teachers were interviewed by telephone in pairs. The 7 interviews lasted between 40 and 50 minutes. All interviews were audiotaped and transcribed by a professional transcription agency.

Data management and analysis

With a reasonable amount of textual data to manage and interpret, it was decided to use qualitative data analysis software (NVivo 9) for the task. This involved uploading 150 pages of transcription (68,000 words), and creating some preliminary coding categories to help sort and retrieve teachers' comments on the key issues that were discussed in the interviews. The initial coding was quite basic in that it was restricted to demographic coding (age, gender, location, teaching level) and what Richards (2009, p. 12) calls 'topic' or content coding of what was actually said by participants during interviews. The coding system reflected the topics that were covered during the interviews and clearly shows that the semi-structured interview protocol was used consistently across the 7 groups (see Appendix E). The most frequently talked about issues are presented in table 1.

Table 1: Most frequently discussed issues in focus groups

Issue	Raised in interviews (n=7)	Coded references
Discussing sexual pleasure	6	18
Suggestions to improve program	6	15
Using formal terminology	4	15
Negotiating parental consent	6	13
Teaching respect for diversity	3	13
Using good teaching resources	6	12
Using the 'third person' approach	5	11
Using single sex classes	5	11
Dealing with cultural & religious diversity	4	10
Dealing with pronography	5	9

Teacher survey

Surveys provide an efficient means of gaining information about issues of interest from a large number of individuals at a reasonable cost. They are used widely in academic and market research to identify peoples' behavioural choices, attitudes, beliefs, opinions, and preferences about a whole range of issues, products, and services. They provide a standardised method of establishing broad trends, patterns and developments across either targeted groups of respondents (i.e., teachers, 'baby boomers', or consumers of particular products) or broad populations of people (i.e., all of the residents of a suburb or council district). While their appeal is widespread, surveys have some limitations:

- They reduce complex issues to often simple constructs
- They may not be relevant to significant numbers of potential respondents
- The response choices provided for items may be overly restrictive and narrow
- They may fail to engage the interest of potential respondents leading to low response rates

These limitations are exacerbated in the digital era as more and more surveys are generated and distributed electronically. This has led to diminished response rates and a questioning of the efficiency of online survey approaches (Shih & Fan, 2008).

Despite the acknowledged limitations of online survey approaches, it was still considered to be a time-efficient means of accessing the views of a greater number of teachers than was possible using face-to-face interviews or focus group interviews. In embracing a 'mixed method' approach to data generation, the study sought to maximise the opportunities for selected teachers in South Australia to contribute to the generation of new insights into the teaching of SHine SA's Relationships and Sexual Health Education Curriculum.

Development of the survey

A substantial web based survey was constructed using Qualtrics (2012) software by drawing on insights from the literature and the 7 focus group interviews. The survey was divided into 8 sections containing questions about:

- Demographic and career information (age, gender, current school, teaching experience, opportunities to teach the program, school appointments, year levels taught)
- Teachers' views on the Relationships and Sexual Health Curriculum ('the Curriculum')
- Teachers' use of key parts of the Curriculum
- Teachers' views on what else should be included in the Curriculum
 - 'self-pleasuring'/masturbation
 - Human eroticism
 - Pornography
 - Alternative sexual behaviours
- Issues and dilemmas teachers face when they teach the Curriculum
 - Dealing with questions about their own sexuality
 - Dealing with breaches of group norms
 - Responding to underage sex
 - Dealing with parents
 - Dealing with inappropriate sexual behaviour in class
 - Dealing with any other issues
- Teachers' ideas about how SHine SA could further support them
- Any further comments about teaching the Curriculum

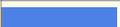
Selection of respondents

Rather than inviting all secondary teachers to consider responding to the online survey, a targeted strategy was used to limit access to the survey to those teachers who had undertaken intensive training with SHine SA and who were part of its Relationships & Sexual Health Education Network. A Network data base of 301 teachers whose email addresses were known to be up to date was used as the target 'population' of teachers for this study. It was considered appropriate to use a purposive, criterion sampling approach (Patton, 2000) as it identified only those teachers who were known to have undertaken training to teach the program. Emails were sent by SHine SA to these teachers in early August 2011 inviting them to access the online survey via a Qualtrics generated URL (see Appendix F).

Demographic characteristics of respondents

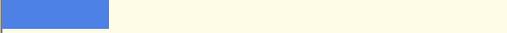
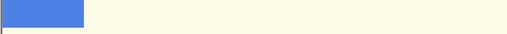
A total of 104 teachers undertook the survey, representing a response rate of 34.6% of the targeted group of teachers. The majority of respondents were women (70%) and teaching in secondary and middle schools. This is higher than the State rate for female secondary teachers of 56% (DECS, 2011b). The group was also younger (30% under 35 years) and less experienced (41% with less than 10 years teaching experience) than the state-wide secondary teaching population, although a significant group of teachers was also quite experienced (46% with more than 20 years teaching experience) (see Table 2).

Table 2: Teacher demographics: gender, age, teaching level and experience (n=104)

Gender			%
	Male		30%
	Female		70%
Age			%
	< 25		4%
	25-29		10%
	30-34		16%
	35-39		13%
	40-44		9%
	45-49		7%
	50-54		19%
	55-59		19%
	60-64		4%
Level			%
	Primary (3-7)		6%
	Middle (6-10)		24%
	Secondary (8-12)		69%
Experience			%
	< 1 year		6%
	1 year		0%
	2 years		1%
	3 years		4%
	4 years		6%
	5-9 years		24%
	10-14 years		6%
	15-19 years		6%
	20-24 years		7%
	25-29 years		10%
	30+ years		29%

Not surprisingly, most of the teachers were responsible for teaching Health, Physical Education, and Home Economics, although significant numbers also taught ‘other’ subjects like English and Mathematics (see Table 3).

Table 3: Teachers' teaching areas (n=104)

Main Learning Areas taught (select 2-3)		%
Health		58%
Physical Education		45%
Home Economics		29%
SoSE/History/Geography/Humanities		23%
Mathematics		22%
English		20%
Sciences		17%
Visual Arts		7%
Design & Technology		5%

Note: Most secondary teachers teach more than one Learning Area

Data management and analysis

The survey produced quantitative data as well as written responses to open-ended questions. Simple descriptive statistics were used to calculate the frequency of responses to likert scaled questions, while teachers' written responses were thematically grouped. The prime aim of data analysis was to address the research questions as simply and as clearly as possible for a non-specialist audience. Consequently, more sophisticated statistical analyses (factor analysis, cluster analysis, correlation, and regression analysis) were not performed. Cross tabulation analyses were calculated to determine between group differences based on gender, age, teaching experience, and location. However, these analyses yielded no statistically significant results so they are not included in this report.

Findings and Discussion

Introduction

The findings of the two stages of this research are presented together to promote an integrated analysis of the key issues facing teachers as they make decisions about the implementation of the Curriculum. Insights from the literature are also discussed to contextualise the local findings within broader international debates about the teaching of human sexuality.

The structure of this section of the report reflects the main issues that were covered in the online teacher survey.

Teachers' reasons for teaching the Curriculum

Despite the formal rhetoric behind calls to teach comprehensive sex education, teachers still need to articulate their own reasons for teaching curricula like the SHine Curriculum. While school leaders, curriculum designers, health advocates, politicians, and media commentators may have views about what sexual knowledge and values should and shouldn't be taught at school, teachers are still the ultimate arbiters of the 'delivered' curriculum, that is, the actual curriculum that students encounter over time. This includes what is recognised as:

- the 'planned curriculum' that teachers prepare and teach overtly, frequently based on external guidelines and teaching resources like *Teach it Like it is 2* (SHine SA, 2011);
- the 'hidden curriculum' that implicitly privileges particular knowledge, values and world views over others (Giroux & Penna, 1983; Sneddon, 1983); and
- the 'null curriculum' (Eisner, 1986) which defines spaces, gaps and omissions in the 'planned curriculum' that represent 'silences' in the discourse about human sexuality generally, and about teaching adolescents about sexual matters more specifically.

Teachers are quite articulate about their overt reasons for making curriculum decisions (Smith, 1983). They frequently invoke 'moral ideas' – 'ideas ... which take effect in conduct and improve it, make it better than it otherwise would be.' (Dewey, 1909, p. 3) – to justify what they do. They are less able to identify elements of the 'hidden curriculum' and 'null curriculum' and their implication in them, as they are part of the taken-for-granted 'habitus' of everyday life in schools (Bourdieu, 1973).

The teachers involved in this research had multiple reasons for teaching the Curriculum. They overwhelmingly endorsed three of the most commonly promoted rationales for teaching comprehensive sex education – the 'need to know' justification, the 'health promotion/risk reduction/harm minimisation' rationale, and the 'good choices/sexually responsible behaviour' justification (see Table 4). There was far less support for the fourth rationale which invokes the need to constrain and control adolescent sexuality, despite this being the focus of many media stories about sex education (Gibson, 2007; Simey & Wellings, 2008) and the *raison d'être* of fundamentalist Christian groups' opposition to programs like SHine SA's Curriculum (Johnson, 2011).

Table 4: Teachers' reasons for teaching the Curriculum (n=96)

Reason to teach curriculum	Strongly Agree %	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
To reduce the health risks associated with sexual activity	75	24	1	0	0
To prepare adolescents to be 'responsible' sexual adults	73	27	0	0	0
To provide essential knowledge about human sexuality	71	29	0	0	0
To limit and constrain adolescent sexuality	4	19	24	36	17

The 'need to know' rationale

In focus groups, several teachers spoke of the importance of students learning basic sexual knowledge and engaging in discussions about relationships more generally. As one teacher noted, her commitment to teach sex education stemmed from inadequacies in her own sex education.

I'm very passionate about this and I'm passionate because I never got sex education when I was a kid, you know. I never had it at school and my mother said, 'Just be careful. It's not you, it's the boys' - whatever that meant. So, I'm very passionate about kids getting the right information, so I just love this topic and will talk until they're sick of me talking. I'm all for it.
(Female teacher, Secondary School, Western Adelaide)

Another felt that sex education was so important that he couldn't stand by and watch other teachers, who were less comfortable and experienced than him, struggle with teaching it.

The main reason I got involved was to make sure it was taught well at the school. Other people had picked up health and weren't comfortable, didn't have the experience to teach about it, or they were embarrassed to talk about sexual health and I thought, I think it is just so important. I will teach it.
(Male teacher, Area School, Eyre Peninsula)

One teacher also thought that basic knowledge about sexuality was a necessary pre-requisite to making 'the right' personal decisions about their own sexual behaviour.

I am a teacher because I have faith in kids and I have faith that they can be the best that they can be if they just have the opportunity to learn the knowledge to make the right decisions.
(Male teacher, Secondary School, Western Adelaide)

The 'health promotion/risk reduction/harm minimisation' rationale

The most pervasive argument for comprehensive sex education draws on medical discourses that simultaneously promote positive sexual health, and the reduction of risky sexual behaviours that lead to unplanned teenage pregnancies, abortions and births, and the spread of sexually transmitted infections like HIV/AIDS, Gonorrhoea, Syphilis, Chlamydia, Herpes, and Hepatitis. The

SHine SA Curriculum explicitly draws on these discourses to justify its selection and sequencing of content, and the values that underpin its Curriculum (SHine SA, 2011).

Some teachers embraced this rationale rather enthusiastically.

The bottom line is that health education is about harm minimisation, whether it be about illicit drugs and alcohol or having sex. It is better to have educated choices and to make educated choices than not to know.

I think most parents want their kids to know, because they don't want their children having babies or getting diseases.
(Female teacher, Secondary School, North Eastern Adelaide)

Significantly, three quarters of teachers who responded to the survey strongly agreed that this was the most telling reason to teach the Curriculum. Such high levels of agreement suggest that the vast majority of teachers embrace the sexual health approach advocated by SHine SA.

However, some writers point to the unintended consequences of promoting the broad message that 'sex is dangerous, risky and should be avoided'. As Allen writes,

Those programmes that have emphasised the negative consequences of sexual activity can render student sexuality a problem to be managed rather than a positive part of youthful identity (Aggleton et al., 2000).
(Allen, 2005, p. 390)

It can also serve to silence discussion about sexual desire and pleasure as these issues become marginalised by a disproportionate focus on sexual safety and sexual health promotion (Ingham, 2005). In her New Zealand study of young people's view on school based sex education, Allen (2005) found that students wanted more personally relevant and authentic sexual knowledge that enabled them to make sense of their own embodied feelings and sexual desires as 'sexual subjects'. She writes that,

Through their recommendations, participants in this study asked to be treated as sexual subjects whose sexuality is not automatically constituted 'as a problem' necessitating management. This request was evident in their suggestions for 'more explicit' and 'real life' sexual knowledge (about, for example, the logistics of sexual activity), indicating their desire to be recognised as sexual and to experience their sexuality positively.
(Allen, 2005, p. 390)

Many of the students in her study thought that their perspectives on what should constitute quality school based sex education were disregarded by the adults who designed and delivered such programs because of their narrow focus on reducing unplanned teenage pregnancies and the incidence of sexually transmitted infections. In Eisner's terms, this omission or 'silence' becomes part of the 'null curriculum' of schools.

The 'good choices/sexually responsible behaviour' rationale

A complimentary and equally well supported rationale focusses on empowering young people 'to make informed, safe and healthy decisions' about their own sexual behaviour (SHine SA, 2011, p. 1). Teachers consistently reinforced their role in helping students 'make choices' that are best for them

and free from coercion. As several teachers explained,

I always talk about it as a choice thing, that you've got to decide what's right for you and no one can tell you what's right for you, so I go from that angle. So, I try to give all those alternative thought processes as well ... so that they're not pressured into something they don't want to do.

(Female teacher, Secondary School, North Eastern Adelaide)

I'd only have about 1 phone call a year, not from a disgruntled parent, but a parent more usually asking about what depth we go into in sexual health. I just talk to them about it, say exactly what we say, how we teach it, etc. And that usually allays their fears, because they know that we haven't got an agenda. We're not pushing the idea that you do have to have sex, or you don't. You know, its information, that's what the kids need to make their own decisions.

(Male teacher, Secondary School, North Eastern Adelaide)

Most of the teachers in the focus groups were quite clear about their role as 'unbiased' teachers who presented diverse points of view, provided 'evidence' to support particular options, and who championed the rights of students to make their own moral and behavioural choices. They espoused beliefs and principles that were consistent with those promoted by the Council for Secular Humanism (Stevens, Tabash, Hill, Sikes, & Flynn, 2009, homepage). These included:

- a 'commitment to the use of critical reason, factual evidence, and scientific methods of inquiry, rather than faith and mysticism in seeking solutions to human problems and answers to important human questions' and
- 'a conviction that dogmas, ideologies and traditions, whether religious, political or social, must be weighed and tested by each individual and not accepted on faith'

While it is understandable that teachers in the public system embrace these secular values, a teacher in an Independent Christian school also promoted a very open and choice based teaching approach. She disclosed that,

I actually don't really take a great deal of notice if there is a 'party line' that I'm supposed to steer down. I've taught sex education for the last 12 years, and I'm pretty strong in saying what I believe and I have said to them (the school's leaders), 'the kids need to know this information and I will teach it in such a way that I'm not telling them that you do this, or you do that, but I'm giving them both points of view'. I say, 'these are your options, it's now your choice and if you need some help making those choices you can come and talk'.

(Female teacher, secondary outer suburban Independent Christian College)

In summary, the teachers in this study overwhelmingly endorsed the three interlinked rationales justifying the teaching of comprehensive sex education presented in the SHine SA Curriculum. They invoked common mantras like, 'they need and have a right to know', and 'we provide information so that they can make healthy choices'. Their emphasis on information, health promotion, choices, and respectful relationships reflects the 'principles of relationships and sexual health education' presented in the Curriculum. However, embracing these very laudable principles did not lessen the demands on teachers to reconcile some of the conflicting demands on them, or to avoid some of the unanticipated and challenging issues that arose during their teaching of the program.

Teachers' views on the quality of the Curriculum

Sixty years of research into teachers' adoption and implementation of new curricula has established a strong link between their evaluations of the quality of the curricula and their actual use of them (Johnson, 1984). Rogers (1962) and Rogers and Shoemaker (1971) pioneered studies of the factors which influence the rate and extent of use of new curricula. Their efforts focussed attention on the attributes of new curricula and how teachers' perceptions of them influence their decisions to implement them in their classrooms. While attempts have been, and continue to be made, to standardise, centralise, and 'mandate' what and how the curriculum is taught in schools in Australia (ACARA, 2012), the final arbiters of the 'delivered' curriculum remain classroom teachers. Their knowledge, skills, and professional judgement are central in any consideration of quality teaching and learning (Hill & Rowe, 1998; Hattie, 2011).

Because of the strength of this research, finding out what teachers think about curricula like SHine SA's program was a priority. During focus group interviews, teachers were asked to evaluate the Curriculum. Their views were overwhelmingly positive:

- 'The resources are superb and the kids like the exercises that go with it.'
- 'It provides a framework that you can work from; like a starting point. A framework gives you something rigid to look at and then you can sort of build on it.'
- 'It's got all these fresh ideas, and they're still bubbling'.
- 'It's sequential and deals with lots of different aspects of sexuality. Teachers can pick it up and choose what they're comfortable with to teach'.
- 'It's a fantastic resource. It's just fantastic'.
- SHine SA has produced a contraceptive kit which is good, which has all the different types of contraceptives. The kids really like that because they get to look at it, to touch it, and see what it does'.
- 'The beauty of the booklet is that you can use it how you want to, and adapt it how you want to'.
- 'You've got the curriculum, you've got the attachments, the hand outs, and they provide excellent background for you as well'.
- 'Because we're a Focus School we get SHine workers to come up about once every two terms and go through some things with us. That's been really handy and they've been there to ask questions and things like that when you're teaching the program and you're a bit unsure about something'.

When teachers were asked to rate features of the Curriculum in the online survey, they were very positive about 8 of the identified features. More than 97% of teachers agreed or strongly agreed that the Curriculum was relevant, age appropriate, contemporary, well-structured and resourced, comprehensive, engaging, and practical (see Table 5). When they were presented with less positive evaluations of the Curriculum – that it was too explicit, accepting of homosexuality, and too 'politically correct' – teachers either rejected these claims outright (around 72% of teachers) or chose not to agree or disagree with them (around 20% of teachers). Only 8% of teachers thought that there was some truth in these claims. Later in the survey, teachers were able to add 'any other comments' about teaching the Curriculum in an open ended question to end the survey. Several teachers spontaneously added very positive global assessments of the quality of the Curriculum (see Table 6).

Table 5: Teachers' views on the quality of the Curriculum (n=104)

Features of the Curriculum	Strongly Agree %	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
Relevant	86	14	0	0	0
Age appropriate	71	28	1	0	0
Up-to-date	70	30	0	0	0
Well resourced	60	37	2	1	0
Well structured	56	41	2	0	1
Very comprehensive	55	42	3	0	0
Activity-based and engaging	66	31	3	0	0
Very practical	50	47	3	0	0
Well linked to SACSA	31	39	28	2	0
Based on secular values	25	36	30	7	2
Relies on teacher judgement	8	54	22	14	2
Anti-abstinence	6	11	35	36	12
Overly concerned about relationships	6	4	29	46	15
Controversial	1	6	22	54	17
Too explicit	3	4	14	43	36
Too accepting of homosexuality	2	4	21	41	32
Too 'politically correct'	1	3	28	52	16
Too health oriented	1	2	14	51	32

Table 6: Teachers' general, unsolicited views on the Curriculum (Teacher Survey)

General written affirmations
Awesome! One of my favourite topics to teach.
Love it!!
Fantastic course. Best teaching subject/topic I teach.
I enjoy teaching it and feedback from students is positive.
I find teaching it a very enjoyable and rewarding experience.
I love teaching this topic, it's so real and matters so much to the students I teach. The discussions are generally respectful and often it's obvious that students are moving through a process that is building and confirming an identity and a sense of self protective and self-valuing behaviours and attitudes.

This level of appreciation of curricula is rare. These results confirm the findings of earlier research that, 'the thorough planning and development of the ... curriculum and support materials was rewarded with unusually positive evaluations of the materials by classroom teachers' (Johnson, 2006, p. 8).

Teachers' views on desirable teacher knowledge, skills and dispositions

Participants in focus groups were asked to consider which teachers are best placed to teach the Curriculum. The intention was to identify what knowledge, skills, dispositions and attributes were thought to be necessary to teach the Curriculum well.

Interestingly, this question raised some unexpected concerns about how status differences between and within subjects in the secondary school curriculum marginalise sexual health and relationships education. Teachers reported that sex education is most commonly aligned with Health, Physical Education, or in some cases, Home Economics. Within the hierarchy of subjects in the curriculum, these have relatively low status compared with more academic subjects like Mathematics, English, Physics, and Chemistry (Brady & Kennedy, 2007; Smith & Lovatt, 2003). As a consequence, they have to compete for space in a crowded timetable, argue for scarce resources, and to attract teachers who are prepared and willing to teach sex education. Several teachers revealed tensions between their Health and Physical Education and Home Economics faculties over who should teach this component of the curriculum and how much time should be allocated to it.

PE used to teach it, but PE didn't want to teach it anymore. So, Home Ec is teaching it, but as I said, we've been asked to schedule it against football in PE; we can't get any other time on the timetable. I'm surprised PE don't have it as their thing though, because they do drugs, they do smoking, they do health and they do bodies and muscles and stuff. But by getting us to do it, they've got more of their time allocation to teach PE.

(Female teacher, Secondary School, North Eastern Adelaide)

Another teacher at the same school suggested that gender politics may also play some role in influencing who teaches the program. She hinted that some school leaders saw sex education as 'women's business': 'I don't think they like men teaching sexual health, I'll be honest – they think, 'oh well, we'll let the girls do it''. This local observation may have broader application as a disproportionate number of respondents to the survey in this study were female (70%) compared with the overall number of female secondary teachers across the state (56%) (ABS, 2010). Another anecdote lends credence to this observation. When members of a different focus group – made up of 3 women and 1 male – were asked who taught the program at their schools, one female quickly replied, 'Yay! No gender balance here!' which was followed by laughter, nods and a final comment from another female, 'So true, so true'.

Timetable pressures also affect who teaches the program and which students participate in the program. At a metropolitan academic secondary school, 'all Year 9s get 15 lessons of Health but not all of that is sexuality education, and in Year 10 Health is part of a 'choice semester'. So, only the students who choose to do Year 10 Health do it and get another dose of sex ed.' At other schools, however, local arrangements give priority to Health in Years 8, 9, and 10 by making it a core subject, albeit linked to other subjects like Home Economics:

We do it with Home Ec, so we have a double - a single for the cooking side, and then we have a dedicated lesson of health every week through Years 8 and 9. In Year 10, we have a whole semester line of health, and that's when we do the SHine SA program.

(Female teacher, Secondary School, Eastern Adelaide)

Beyond these vagaries of the secondary school timetable and their gender implications, teachers raised other issues that influenced who taught the Curriculum well. Most thought that older teachers were better equipped to teach the program because of their 'personal experience'.

I notice the younger teachers who actually don't have the experience, the personal experience and therefore become embarrassed when they're talking to kids. And the kids then try to set them up, whereas if you get a mature person teaching it, they're less likely to be set up.

(Female teacher, Secondary School, North Eastern Adelaide)

While almost all of the teachers said that they didn't directly draw on their own experiences when teaching the program, several believed that their involvement in relationships, past and present, enabled them to be more understanding and 'compassionate' about young peoples' quest for friendship, intimacy, and sexual fulfilment. Others, however, were less convinced about the advantages of being 'mature' as they felt as though the students looked upon them as 'their grandma giving them a sex lesson' (Female teacher, Secondary School, Eastern Adelaide). The same teacher thought that it would be an advantage for her students to 'have a younger person's point of view' about many contemporary issues that did not exist or were not relevant when she was younger.

Other teachers spoke of the importance of being 'passionate' and 'committed' which relates to teachers' reasons for teaching the program.

I don't think it should be a faculty thing. I think it should be taught by people who feel comfortable talking about these situations, and who are passionate about kids learning about this stuff, because I think if you don't have that, it's not going to work. So, I think it's just passionate people.

(Male teacher, Secondary School, Western Adelaide)

Finally, the focus group teachers were equally clear who *shouldn't* teach the program. They singled out 'staff who are just old and lazy and can't be bothered', those who are 'set in their ways', and those who 'won't teach everything because they are too embarrassed', as the least suitable teachers to teach the program.

In the online survey, teachers were presented with 12 'desirable teacher attributes' to determine which were the most relevant and important for teaching sexual health (see Table 7). Surprisingly, most teachers didn't think factors like teaching experience, subject background, gender, or sexual orientation were particularly important issues when considering who should teach sex education. Rather, they focussed strongly on the quality of the relationship between teachers and students, teachers' knowledge and training in the area, their ability to 'manage' student behaviour, and their openness to different ideas about human sexuality (being 'broad minded').

Referring back to Allen's (2005) New Zealand study of young people's views on school based sex education, it is interesting to note what attributes they prefer in teachers. They want teachers who:

- are explicit, go into detail and 'say everything' without being shocked
- are 'comfortable' dealing with sexual matters
- don't repeat what students already know
- are open and honest
- are unbiased and don't moralise
- are well trained and prepared
- use informal and interactive teaching strategies
- challenge inappropriate remarks and disruptive behaviour ('shut down bigoted students')

- de-emphasise the usual hierarchy between student and teacher

The students in Allen’s study and the teachers in this study share many common understandings about what teacher knowledge, skills and dispositions affect the quality of sex education programs.

Table 7: Teachers’ views on who should teach the Curriculum (n=96)

Desirable teacher attributes	Strongly Agree %	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
Able to relate well to students	70	27	3	0	0
Well trained	60	37	3	0	0
Well supported by SHine SA	55	40	5	0	0
Knowledgeable about sexual issues	53	42	5	0	0
Broad minded	47	46	6	1	0
Good managers of student behaviour	45	48	7	0	0
Calm and unflappable	33	49	15	3	0
Able to de-personalise issues	33	51	14	1	1
Experienced teachers	17	24	47	11	1
Health or PE teachers	3	20	44	27	6
Heterosexual	2	1	35	23	39
Female	0	0	60	27	13

Teachers’ use of the Curriculum

Standardised school syllabi were withdrawn from Australian schools in the late 1960s and early 1970s. In South Australia, for example, Alby Jones, the Director General of Education, issued the 1970 Freedom and Authority Memorandum which assigned significant authority to local schools to develop their own teaching programs based on broad departmental curriculum frameworks (Kilvert, 2001). Since then, there have been on-going tensions between advocates of more centralised and standardised approaches to curriculum development and implementation (i.e., those who adopt a ‘fidelity orientation’), and those who defend the role of teachers and school leaders in planning and delivering locally appropriate teaching programs (i.e., those who adopt an ‘adaptation orientation’) (Fullan & Pomfret, 1977).

This tension was revealed during focus group interviews when some teachers were quite critical of colleagues who failed to teach particular sections of the sexual health and relationships curriculum because they were ‘too embarrassed’ to discuss sensitive topics, or who used their authority to ‘shut down’ student initiated inquiries about such things. Clearly, these teachers embraced the view that the Curriculum should be taught in its entirety and that individual teachers shouldn’t have the discretion to selectively omit key sections. Other teachers, however, embraced a more relaxed view that acknowledged that teachers would use their professional judgement to adapt or modify the Curriculum to make it most appropriate for their students. As two teachers said,

That’s the beauty of the booklet – you can use it how you want to, and adapt it how you want to. But, yeah there are things in there that we have made up cards for and that’s a process of building on what’s there, so that’s a minor thing we can do ourselves.

(Female teacher, Secondary School, Eastern Adelaide)

We basically follow the course that we've got there, however we may change a couple of little things for each particular lesson, if we think it will go better a different way for our clientele.

(Male teacher, Secondary School, Western Adelaide)

Teachers' use of the Curriculum was further explored in the online survey. Twenty key features of the Curriculum were identified from *Teach it like it is 2* (SHine SA, 2011) with teachers indicating the extent to which they taught these features. Significantly, the use of all features of the Curriculum was uniformly high with only a small minority of teachers reporting that they did not teach parts of the program 'at all' (see Table 8). This is quite an outstanding finding as curricula are very rarely implemented uniformly across different sites and classrooms; adaptation and partial implementation are more common (Johnson, 1984; Fullan, 2007).

However, some features of the Curriculum were taught more fully than others. More than two thirds of teachers reported teaching five features of the Curriculum extensively. Interestingly, these focussed mostly on the attitudes and values that promote respectful relationships. The least intensively taught features were the newer and perhaps more contentious issues dealing with the impact of popular culture, technology and media on gender stereotyping, the influence of pornography and cyber bullying on sexual safety, and the implications of social constructions of gender. There also seemed a reluctance to deal explicitly, and in detail, with the often not talked about issue of human sexual desire and attraction.

Table 8: The extent of teachers' use of key features of the Curriculum (n=96)

Curriculum Area	Great extent %	Some extent %	A little extent %	Not at all %
The importance of respect in relationships	85	10	1	4
Contraceptive methods	70	18	6	6
Group norms about the 'right to pass', confidentiality, and respecting others	70	25	3	2
The physical, emotional and social changes during puberty	68	24	4	4
Negotiating consent in relationships	66	26	3	5
Knowledge about the female and male reproductive systems	63	30	4	3
Respecting difference and accepting the diversity of sexual attraction	61	32	3	3
Power and vulnerability in relationships; misuses of power; the impact of gendered power; abusive relationships	60	31	4	5
Choosing to have or not have sex - why, when, how, with whom, & with what consequences	59	29	7	5
The correct medical names for sexual body parts	58	36	4	2
Seeking help about sexual health decisions	55	32	6	7
Sexual health decision making	54	29	10	7
Legal restrictions on sexual behaviour (i.e., age of consent)	48	39	8	5
The physiology and biology of sexually transmitted infections	45	38	11	6
The idea that our bodies are 'private'	45	37	10	8
The role of popular culture, technology and media in shaping gender stereotypes	40	47	9	4
The impact of information, communication, and entertainment technology on sexual safety (i.e., pornography, cyber bullying)	40	43	12	5
Sexual desire, attraction, and love	32	52	7	9
The socially constructed nature of gender	28	53	15	4
Decision making processes like POOCH - 'Problem, Options, Outcomes, Choice, & How did it go'	27	55	9	9

Teachers who indicated that they did not teach five or more key parts of the Curriculum 'at all' or taught them to 'a little extent' were deemed to be low level users and were directed to a series of questions that explored their reasons for selectively implementing the Curriculum (see Table 9). Fourteen per cent of teachers fell into this category. Most cited content sequencing between different year levels and timetabling issues as the main reasons that affected their low level use of the Curriculum. Other reasons were not important.

Table 9: Teachers reasons for not teaching five or more key parts of the Curriculum (n=13 or 14% of respondents)

Question	Great extent %	Some extent %	A little extent %	Not at all %
There wasn't enough time to teach everything	33	50	0	17
Those parts are taught at a different year level	44	21	14	21
The students were too immature to cope	23	23	16	38
I did not have sufficient knowledge to teach those areas	8	8	22	62
Students don't need to know about those parts	6	6	12	72
I lacked appropriate resources	0	16	16	68
I felt uncomfortable teaching those parts	0	8	16	76
I disagreed with the methods suggested to teach those parts	0	8	16	76
School leadership didn't support teaching those parts	0	8	8	84
I knew that parents would complain about those parts	0	8	0	92
My personal beliefs prevented me from teaching those parts	0	0	0	100

Teachers were further asked to identify those aspects of the program that they liked to teach the most, and those aspects that they thought their students like to learn about the most. The differences are telling (see Table 10). Teachers thought that their students were most interested in learning about sexual desire and attraction, how their reproductive systems worked, and how to avoid unwanted pregnancies – all very concrete, personal and immediate issues – rather than about the importance of forming respectful relationships, and how to decide whether to have sex or not. They, on the other hand, focussed more on relationships, contraceptive issues, and the changes that occur during puberty. Here we have a glimpse of a possible mismatch between what teachers think students want to learn about, and what they prefer to teach. This small insight may provide the rationale for a more thorough interrogation of students’ sex education needs and wants from their perspective. The work of Thorogood (2000), Ingham (2005), Allen (2005), and Hirst (2008) provides a good base from which to plan further local research that privileges students’ ‘voice’ (Buckingham, 2000; Fielding, 2001; Prout, 2003) in the area of sex and relationships education.

Table 10: Teachers’ rankings of the areas of the Curriculum they most liked to teach and students liked to learn (n=96)

Curriculum Area	Teachers’ rating of areas most liked to teach by TEACHERS	Teachers’ rating of areas most liked to learn by STUDENTS
The importance of respect in relationships	1	4
Contraceptive methods	2	1
The physical, emotional and social changes during puberty	3	
Knowledge about the female and male reproductive systems	4	3
Respecting difference and accepting the diversity of sexual attraction	5	
Choosing to have or not have sex - why, when, how, with whom, & with what consequences		5
Sexual desire, attraction, and love		2

Finally, teachers were asked to suggest new topics, issues or perspectives that they thought should be included in the SHine Curriculum or should be taught in greater depth. Over 90% of teachers did not believe that the Curriculum needed additional material, thus confirming their general satisfaction with the current content and teaching approaches outlined in *Teach it like it is 2* (see Table 11). The eight teachers who did want further support were directed to four possible topics that had been identified in the literature as missing or under-emphasised in sex education programs. While all four topics received support from a half to three quarters of these teachers, the small number of teachers involved raises questions about the actual level of support they have more broadly (see Table 12).

Table 11: Teachers’ view on whether new topics, issues, or perspectives should be included or dealt with in greater depth in the Relationships & Sexual Health Curriculum (n=94)

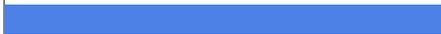
		%
Yes		9
No		91
Total		100%

Table 12: Teachers’ views on what topics or issues should be included or dealt with in greater depth in the Relationships & Sexual Health curriculum (n=8).

Question	Agree/ Strongly Agree %
Masturbation - prevalence; how and why; benefits; myths; origins of taboos about 'self-pleasuring'	76
Pornography - history; evidence of effects; marketing; consumers; legal issues	75
Alternative sexual behaviours - group-sex, anal intercourse etc.; prevalence; health implications	63
Human eroticism and sexual pleasure - forms & manifestations; male and female orgasm; functions; taboos and repression	51

However, some of these issues may be what one teacher called ‘the elephant in the room’, which suggests that each is an important and obvious topic, ‘which everyone present is aware of, but which isn't discussed, as such discussion is considered to be uncomfortable’ (The Phrase Finder, 2012). The teacher wrote that,

Pornography is a burning issue - the elephant in the room – a more significant issue with some groups than with others but students seem to have such easy access to this material and need to be taught to view it critically if they are going to access it and with a healthy lens that values their own well-being and the well-being of others.

Another teacher wanted to ‘normalise’ discussions about masturbation (or what Ingham [2005, p. 341] calls ‘solo sex’) but recognised the strong taboo that serves to silence discussions about ‘self-pleasuring’. She wrote that,

My students are aged between 11 and 13 years of age and are hugely curious about their bodies. Discussing masturbation normalises and demystifies certain natural human behaviours involving physical pleasure. It would be good if this was less a taboo than entering into sexual relationships far too early.

Another teacher wanted further support in this area:

The diverse clientele means that not everyone has the same set of beliefs about self-pleasuring and it would be good to have a structure recommended by SHine to support conversations around this learning. Sexual pleasure and alternative sexual behaviours usually come up as topics during class so it would be good to have a scaffold and resources to support this.

These are examples of teachers actually naming contentious or emerging issues that may require more planning and consideration than in the past.

Issues

One of the main aims of this research was to explore any emerging issues that teachers face due to changes in student demographics, increased access to internet enabled technologies, and changes in social and cultural mores. Based on a review of the literature and discussions during focus group sessions, five broad issues were identified for further exploration in the online teacher survey. These included:

- dealing with questions about their own sexuality
- dealing with breaches of group norms
- responding to underage sex
- dealing with parents
- dealing with inappropriate sexual behaviour in class

Teachers were also given the opportunity to raise further issues in response to an open ended question at the end of this section of the survey.

Personal issues

During focus group interviews, teachers spoke about the importance of establishing group norms that protected the privacy of individuals in the class, and 'set the rules' for the discussion of intimate and personal sexual issues in a public forum. They reported using the 'third person' strategy to achieve this by ensuring that all discussions were depersonalised and focussed on hypothetical non-personal scenarios, cases, or situations. This is consistent with the SHine program's three 'essential' group norms:

- Everyone has the right not to offer an opinion (right to pass)
 - Confidentiality: Do not ask personal questions, do not tell personal stories (talk in the third person)
 - Respect others and their opinions
- (SHine SA, 2011, p. 25)

Despite being committed to and using this strategy, many teachers still said that questions about their own sexuality were raised during the teaching of the program. Two teachers revealed that they told their students that they were 'openly gay' so that they could 'get that issue out of the way' and get on with teaching the program. Several others said that the students knew about aspects of their private lives (e.g., that they were married, had children, and/or had current partners) and that they didn't try to conceal this information. As Mittler and Blumenthal (1994, p. 3) reveal, the disclosure of sexual information occurs frequently through, 'seemingly mundane remarks, so mundane, in fact, that few realise the importance of what is actually being said'.

The issue of teacher confidentiality was pursued in the survey where teachers were asked whether they had been asked about their own sexuality. A surprisingly high 40% of teachers reported that they had been questioned (see Table 13). Teachers responded in a variety of ways (see Table 14), with the most common reply referring students to the shared norm about respecting everyone's right to sexual privacy. Other teachers were more assertive – 'I say that it is none of their business' – while several teachers used the occasion to reinforce the use of a 'one step removed' strategy – 'I remind students that in the sex ed classroom we speak in the 'third person', we don't disclose about ourselves or others by name'. A minority of teachers chose to disclose when they were directly asked by students, preferring to be 'honest', 'truthful, and 'frank'.

Table 13: Teachers' responses to the question: 'Have you ever been asked about your own sexuality?' (n=94)

		%
Yes		40%
No		60%
Total		100%

Table 14: Teachers' responses to being asked about their sexuality (n=37)

Text Responses
Disclose honestly and frankly
I told them.
Truthfully.
Honestly – I want the kids to respect me. I wasn't offended.
I explained about my choice and the choices others make – I framed it in a discussion of rights.
I answered frankly and honestly.
Disclose honestly but privately
Calmly, told them that I am happy to talk on a one to one basis, but not in front of the class
As honestly as I could but when it was too private I would not answer
Don't disclose – reinforce discussing issues 'in the third person'
We keep to the 'third person', the abstract, but we discuss all options.
I say that it's private information. We always use the '3rd person' to talk about or discuss issues. It is not responsible for a teacher to discuss personal experiences.
We don't talk about personal issues – we use the 'third person' to ask questions
I remind students that in the sex ed classroom we speak in the 'third person', we don't disclose about ourselves or others by name.
Don't disclose assertively – prohibit personal questions
I stress that personal questions should not be asked.
I reminded them that there are no personal stories to be revealed, no names, no details, etc.
I always say, 'No personal questions please!'
I say that it is none of their business.
I stress that it is a private issue that does not, in any way, affect my ability to teach sexual health.
That we weren't here to talk about me.
It's a private matter
I said that it's not appropriate in this setting to discuss that. 'Remember our group norms!'
Don't disclose quietly – reminders to respect privacy
I explain quietly, that it is my private information and not important to their learning

The important thing is that we are respectful and inclusive of everyone's choices around sexuality so it doesn't matter what an individual's sexual preference is.

Saying that how people express their sexuality is a personal thing and everybody deserves to be respected regardless.

I never over personalise it, but remind them of the need to keep personal information personal.

I keep the conversation very light and general.

I give simple, factual information but invoke the need for personal confidentiality.

I say that I'm happily married and leave it at that.

Gently explain that my sexuality is my business and that such info is shared with people I'm intimate with in my life and is not appropriate for the classroom.

I said that was personal, the same as they had a right to keep their own sexuality private.

There is widespread support among teachers and in the literature for the use of strategies to de-personalise discussions about human sexuality. The reasons for this support are both practical and ethical – maintaining a clear boundary between the personal and professional in schools is prudent given society's concerns over the safety of children and young people (DECS, 2011).

However, some writers point to the unintended consequences of silencing any reference to the self in sex education classes. The most pervasive effect is that it perpetuates the heteronormative presumption that everybody is heterosexual (Allen, 2011). This makes it extremely difficult to recognise, acknowledge, value and support students who do not identify as heterosexual. DePalma and Atkinson (2006) present a convincing analysis that, 'foregrounds the ways in which silence functions to buttress the construction and maintenance of heteronormativity' (Hemingway, 2006, p, 314).

So, what appears to be an innocuous pedagogic strategy to keep students and teachers safe during lessons on socially taboo issues has become implicated in the maintenance of 'organizational structures in schools that support heterosexuality as normal and anything else as deviant' (Donelson & Rogers, 2004, p. 128). Knowing this, however, opens up other opportunities to explore sexual diversity, name heteronormativity as a problem, and develop more inclusive and tolerant policies and practices in schools. The SHine SA Curriculum provides concrete ways to do this in its section on 'Respecting Difference' (SHine SA, 2011, pp. 73-105) without compromising its position on maintaining personal confidentiality.

Breaches of group norms

In focus groups, all teachers spoke about the importance of teaching and upholding group norms about respect, tolerance, and acceptance of difference. These group norms reflect a philosophical commitment to humanistic values (Tremblay, 2010) and are invoked, as a key pedagogic strategy, to ensure that sensitive issues can be discussed in a safe, ordered, and supportive context. Most teachers were quite clear about the dual purposes of these group norms. As one teacher pointed out, they are critical in setting the parameters or expectations for further discussion and inquiry:

I think that it is just amazingly powerful because when you have those initial lessons around 'respectful room', 'respectful interactions', 'respectful language' – that's our value system – it doesn't matter what you talk about in terms of whether its homophobia or whatever, so long as it's done in a respectful way and

acknowledges where people are coming from. I don't have values around any of the issues we discuss but I insist that we deal with them in a respectful way.
(Male teacher, Area School, Adelaide Hills)

Teachers were very explicit about promoting these key messages and used both verbal and visual means to do so. Students couldn't miss the values priorities in one of their classrooms:

We teach about respect. In our health room there's this big word, we have RESPECT above the board, like in big letters that's been made and put there, and it's just so useful to have. And we've got ACCEPTANCE on one wall in big letters, and TRUST and LOVE on the other.
(Female teacher, Area School, Adelaide Hills)

These group norms were used by teachers to define what was acceptable to talk about in class, how particular issues were handled, how students were expected to behave, and also what language they could use – all within the parameters of 'showing respect' or 'being respectful'. For example, one teacher was quite clear about the link between being respectful and using anatomically correct terminology:

I always come back to the term respect as well, even when it's about the terminology you are using. If you start talking about your cocks and your tits and fannies and all that sort of stuff, you're going to offend people and not show them respect.
(Male teacher, Area School, Adelaide Hills)

It isn't surprising then, that when students occasionally breached these strong group norms, their teachers weren't impressed with what they saw, in this case, as 'big noting'.

There's always a couple of girls who think that they're more promiscuous or that they've done more than other kids so they will try and big note themselves with extra information that they come out with. And, of course, you will have a couple of boys who will think they're a hero, hero, hero and know more and have done more than anyone else.
(Female teacher, Secondary School, Eastern Adelaide)

To pursue these issues further, teachers were asked in the survey whether or not their students persistently ignored, challenged or breached these group norms. A surprisingly high 84% of teachers indicated that their students did not challenge the norms underpinning the program or their use to regulate and manage the learning environment and student behaviour. It would be interesting to again seek students' views on this through further research that uses and privileges student 'voice' (Fielding, 2001).

The 15 teachers who did report persistent breaches of norms were asked to speculate about the reasons for this and, more importantly, how they responded to these breaches. Teachers' suggested explanations were not closely tied to the actual content of the Curriculum but to more generic causes of student disengagement and unproductive behaviour – attention seeking, 'mucking around', learning difficulties, and interpersonal rivalries (Johnson, Oswald & Adey, 1993) (see Table 16). However, several teachers reported that norms were breached because of the homophobic attitudes of male students who refused to accept sexual diversity or to tolerate differences in sexual orientation. Another teacher wrote that students' enthusiasm to pursue certain lines of inquiry –

including their desperation to discuss personally relevant issues and their ‘accidental’ disclosure of personal information – had led to occasional breaches.

Table 15: Teachers’ responses to the question: ‘Have any students persistently breached group norms about confidentiality and respecting others' views?’ (n=94)

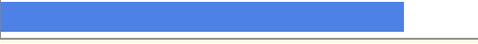
		%
Yes		16%
No		84%
Total		100%

Table 16: Teachers’ explanations of why these breaches occurred and their responses to them.

Text Response
Immaturity/acting out → use of behaviour management strategies
Immature/too close to real life – removed from the group, discussed issues later, then accessed a counsellor for assistance
They were being smart so I removed them and spoke to them later. They re-entered the group next session with an apology and an understanding that it cannot happen again.
Some act up in class, draw attention to themselves, and push the boundaries.
The student was given warnings then was removed from the class and learnt elsewhere.
Immature. I removed them from the course as they were affecting the progress of the rest of the class.
They want to be the class clown, they want to be the centre of attention, and they want to be the shock jock.
Attention seeking so I removed them from class, discussed how their behaviour affected other students and said that re-admission to class was dependant on their responses.
I just re-stated and reinforced group norms and explained the right to privacy and respect at all times
Homophobia
It has happened rarely, but on the 2 occasions that it has happened it has been a male homophobic student refusing to respect the view that homosexuality is acceptable. My response was to move forward with activities that clearly demonstrated that his view was very much the minority view. I made it clear to the class that, in Australia, it is illegal to discriminate on the basis of sexuality. We had class discussions around different points of view and the fact that we can't force someone to think a certain way, that sometimes they have personal reasons for having strong feelings. The class knew his opinions, he was aware that his opinion was different to everyone else's and this didn't solve the problem but gave his outlook less merit and we all moved on.
Repeating stereotyping from parents about different sexualities
Other issues
This has only happened on a couple of occasions where students are desperate to discuss issues. I have redirected them and then spoken to them quietly in a more appropriate environment. Other times it has been accidental and a reminder is given about personal information.
Some students with learning difficulties have had problems with filtering their thoughts and questions
Students were being unkind to 'uncool' students
Some break the rules to 'get back at' other students

While these revelations are quite positive and point to the widespread acceptance of the key norms underpinning the Curriculum, they show how the group norms define and de-limit the scope of inquiry and discussion about human sexuality to very impersonal and clinical matters. The use of the ‘third person’ or ‘one step removed’ strategy in class discussions, and the application of strict class norms about ‘respecting privacy’ serve to de-personalise and de-contextualise the consideration of truly intimate aspects of human sexuality. They constrain the investigation of such ‘mysteries’ as deep-deep love, passion, over-whelming desire, jealousy, infatuation, and sexual fantasy. While the pedagogical and risk minimisation justifications of these strategies have been well canvassed, it may be time to weigh-up the costs of continuing their unquestioned application in comprehensive sexual health and relationships programs – particularly from the perspective of the young people who participate in them. It may be time to make relationships and sexual health programs far more cross-disciplinary by drawing on the pedagogical strategies used to explore passion and desire in literature, poetry, popular culture, film, and other media. It may be time to draw on, and further develop, teaching approaches that deal explicitly with the personal and intimate. Finally, it may be time to push some of these more intimate and challenging issues into the senior secondary curriculum where 17 and 18 year old students may be better prepared and have sufficient maturity to inquire into them seriously. These are issues for further debate and considered attention as the next iteration of comprehensive sex education initiatives seeks to address the limitations of past and present approaches.

Responding to underage sex

As the age of consent in South Australia is 17 years, the vast majority of secondary students are legally ‘underage’. However, age of consent laws are quite complex and contain a number of subsections that define the grounds on which a defence can be mounted against a charge of unlawful sexual intercourse (Parliament of South Australia, 2012, Division 11, Section 49(3), p. 28). These grounds focus on the age of the sexual partners. Because of the complexity of this section of the criminal law, the three education sectors in South Australia (the State Department of Education and Children’s Services, the Catholic Education Office, and the Association of Independent Schools) issued *Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings* (DECS, 2010). Within those guidelines,

A sexual behaviour guide is provided ... to assist staff in identifying **serious problem** sexual behaviour, **concerning** sexual behaviour and **age appropriate** sexual behaviour. (Emphasis added)
(DECS, 2010, p.11)

Those sexual behaviours that are considered ‘age appropriate’ for adolescents aged 13-18 years include the following:

- interest and/or participation in a one-on-one relationship (with or without sexual activity)
- sexual activity including hugging, kissing, holding hands, foreplay, mutual masturbation
- consenting oral sex and/or intercourse with a partner of similar age and developmental ability (age and developmental ability to give consent must be considered—age of consent in South Australia is 17)

(DECS, 2010, p. 13)

Clearly, these guidelines for teachers and site leaders acknowledge the intricacy of teenage sexuality and the important role teachers play in sensibly discerning between what may be 'serious' or 'concerning' sexual behaviour, and behaviours which are accepted as 'age appropriate'. However, the authors of the guidelines are very cautious about making declarations that may contravene strongly held cultural, religious and social norms about adolescent sexuality. Their declaration that 'context is everything' places considerable responsibility back on to individual teachers and site leaders to make important decisions about how they should respond to cases of 'underage' sexual activity. As the guidelines point out,

This is a *guide* only. It is not exhaustive. All behaviour must be considered in its contexts and these will include a wide variety of cultural, religious and social values. 'Context' also includes factors such as the physical and intellectual capacity or the mental health of the child/young person and these contextual factors must be taken into consideration.

(DECS, 2010, p. 12)

This creates a difficult dilemma for teachers. On the one hand, many know from their own experience and recent research that, 'over one quarter of year 10 students and just over half of year 12 students had experienced sexual intercourse' (Smith, Agius, Mitchell, Barrett, & Pitts, 2009, p. 1). On the other hand, they know of their legal responsibilities to report suspected child sexual abuse and unlawful (even if consensual) sexual intercourse. How do they work through the issues associated with underage sexual activity within the context of a program that offers 'a positive and open view of relationships and sexuality' (SHine SA, 2011, p. 1)?

When questioned in focus groups about this issue, teachers quite openly said that they knew or suspected that many of their students were sexually active. As experienced teachers, they mostly understood their students and accepted that they were sexual beings. As one western suburbs teacher revealed, 'I think that's the reality, there are probably more kids sexually active than what we know'. However, the consensus view was that their role as teachers in a secular, government school system was to provide learning opportunities for their students and not to 'moralise' about what was 'right' and 'wrong' sexual behaviour. This position is well illustrated by a teacher's reasons for not using a series of DVDs that promoted sexual abstinence:

I was sent a package from NSW that said, 'Look, we approach this topic of sexuality from an abstinence point of view'. So, I read the introduction and I watched the first two 30 minute DVDs but I couldn't buy this package because it was so different to the way that I approach the topic. So I just kindly sent it back. Abstinence is a personal issue, and I'm not going to push that as a preferred option. I wasn't prepared to make my kids feel guilty, because some of the kids in my class are probably sexually active, you know. What am I going to say, or what are they going to say? – 'You shouldn't have done it!'

(Male teacher, Secondary School, Western Adelaide)

This issue was pursued in the teacher survey which sought teachers' views on the prevalence of underage sexual activity. Not surprisingly, more than two thirds of teachers indicated that they knew that some of their students who were under 17 years were sexually active (see Table 17).

Table 17: Teachers’ responses to the question: Have you known that some of your students were sexually active and under the age of consent? (n=94)

		%
Yes		68%
No		32%
Total		100%

Their responses to this were quite varied (see Table 18). Some ignored it and treated the students the same as others in the class, some referred cases to the school counsellor, while the majority pursued educative strategies to ensure that students had sufficient and appropriate information to make ‘good choices’. Several teachers also discussed the legal issues involved but within the context of talking about ‘power and consent in relationships’. A final group of teachers sought further advice from the Child Abuse Report Line, discussed their options with other staff, or directly reported their concerns to child welfare authorities. Unfortunately, little is known about these specific cases or the all-important contextual circumstances which prompted them to take these actions. It may be that teachers suspected coercion or pressure from partners who were in positions of authority or who were much older than the students involved.

None of the 64 teachers who responded indicated that they involved the police in cases of known or suspected underage sexual activity. While teachers are very aware of the legal issues and talk to their students about them, they mostly use educative approaches or in-school counselling to respond to these cases, except when they suspect that a child may be subject to sexual abuse. It is interesting to note that only two teachers said that they involved parents in discussions about students’ sexual activities. The vast majority of the teachers apparently upheld and applied the norms of confidentiality and individual choice even though these are not recognised by law.

Table 18: Teachers' responses to underage sexual activity

Text Responses
Ignored/denied
I don't respond!
I treated them the same as all the others. It was never brought up directly in class so I didn't go there.
Treated them the same as everybody else.
Treated them the same as the others.
I have assumed this, but have not had it confirmed. We talk in the third person unless a student wishes me to take the issue further.
Kept it private.
I have never had to respond or react. I'm just aware that it is happening.
Suspected rather than known.
Only rumours, from other staff members. Talked to school counsellor.
Referred to school counsellors
Reported to relevant school personnel when I was concerned.
The students are always encouraged to speak in the third person. In the cases where I knew, I also knew that the student was in the care of the counsellor and had lots of ongoing support.
Reported it to the counsellors.
Advised counsellor.
They were already on the radar and being dealt with by the counsellor and special programs.
Discussed it with leadership and followed an action plan that might include notification and broader conversations with parents depending on the reliability and nature of information. Always acted on a case by case nature. Sometimes it is only rumours that you hear and you design lessons that can deal with the issue.
Provided more health and legal information
Looked at scenarios that could be useful to these students, e.g., pregnancy/risks
Student approached me with some concerns, she had an STD. She decided to tell her mother and together they found her treatment.
I offered information and advice that would enhance the students' safety, without being judgemental about their choices.
I talk about safety, use of contraception, where to get help if needed and the law.
Informed them of the law and encouraged them to make good choices for their future.
Assessed the degree of risk in terms of partner age. Sometimes reported to Child Abuse Report Line. Talked to students privately in such a way as to make sure they knew the law.
Clear discussion on their rights, choices, power, support, contraception methods and the law
Reiterated what the law is.

Re-iterated the age of consent. Looked at power and consent in relationships. Constantly reminded them of services they could go to for help if needed.

Tried to give them the best information possible to make wise choices.

Ensuring that information discussed was timely and that they had the information that they needed. At the beginning of a course, when I would normally do relationship 'stuff', a year 9 girl asked if you could get pregnant if you'd never had a period, so we began with menstruation and conception.

Provided them with the information about the age of consent, safe sex practices.

Gave them information they needed to make them safe and be aware that they were underage

No names were mentioned. So revised rights and responsibilities of individuals, and reviewed decision making and the legal implications.

Discussed 'choices'

Make sure they know they can say 'no'. Make sure they know they have some power - one girl was 14 and pregnant to a 21 year old - there were already people dealing with this.

Had a class discussion of consequences of underage sexual activity encompassing physical, emotional, social and legal ramifications and looking at decision making and negotiation skills.

I did not comment personally, but tried to get the kids to understand that there is sometimes a power imbalance.

I focus on decision making and equality in relationships. I never say there is a 'time' that is the same for all students to be sexually active. I highlight all the contraception options and focus specifically on condoms. I talk about how there is nothing wrong with wanting to have sex (or having sex), as long as it is consensual and in a safe place. I highlight the dangers associated with drug taking and decision making, along with the prevalence of growing ICT issues - photos/videos/instantaneous knowledge being sent around the community.

Talk about the reasons why some people have sex and the importance of being able to deal with it emotionally.

Reported to external authorities

I inform them about mandatory notification, safe choices, and then report.

Alerted the counsellor and made a mandatory report. Clarified and made aware the legal situation for the students.

Did a mandatory notification.

Rang CARL [Child Abuse Report Line]. Spoke with the parents.

Dealing with parents

The early history of the SHine SA program was extremely turbulent. A major public and political campaign was waged against the program and its implementation during most of 2003 (Johnson, 2006, 2011; Gibson, 2007). One of many claims against the program was that it was opposed by 'many parents', and that parents had not been properly informed or consulted about the program (Chapman, 2003). However, local research had established that:

- 85% of parents identified that all students should have relationships and sexual health education throughout their schooling years.
- 71% of parents identified teachers who were specially trained as the most appropriate for delivering relationships and sexual health education programs.
- Over 80% of parents, teachers and students identified the following as priority areas for relationships and sexual health education programs – a) Personal safety; b) Relationships and communication; c) Prevention of unplanned pregnancy, sexually transmitted infections, rape and sexual assault and other forms of violence including homophobic violence.

- 86% of parents identified that health and physical education, including relationships and sexual health education was as important as other subjects in the school curriculum.
(SHine SA, 2000, p. 7)

One of the consequences of the political campaign against the program was a Ministerial change of policy over parental consent for student involvement in the program; a directive was issued to implement processes that required parents to give their 'active' consent for their children to be involved. In practice, this meant that only those students who returned signed consent forms could participate in the program. What the Minister did was effectively elevate parents' right to determine what their children learnt in one section of what was the fully approved State school Health and Physical Education Curriculum Framework (DECS, 2001). In all other areas of the school curriculum, school leaders had the authority to determine what was included and presented within the learning program.

Given the chequered history of parental involvement in the SHine Curriculum and the continued social and political imperative to respect cultural and religious diversity, these issues were further investigated in this research. In focus groups, for example, teachers were asked to outline what arrangements were in place to inform parents about the Curriculum and to discuss any issues that these raised in their schools.

The dominant themes to emerge from the focus groups were that a) schools are far more assertive in promoting the program as an integral part of the Health curriculum, b) teachers are prepared to explain the rationale and content to parents who seek more information, and c) teachers accept parents' right to withdraw their children from the program. As several teachers from different schools said,

Some of the parents [who are Muslim] say that it is their responsibility, and they have every right to say that, but after discussion they haven't actually withdrawn their children from the sessions. So we sort of gave them an outline of what we're covering and say that they can be withdrawn if they choose to. However, we provide information and say it is for all students. So, rather than making their students, yet again, 'more different', they've allowed them to stay in.
(Male teacher, Secondary school, Western Adelaide)

We have a largish group of Jehovah Witness's here at school. Once again we put a letter out saying that it is a compulsory part of the school curriculum, but if you wish your child not to participate by all means you can. All they have to do is write a note – a diary note or whatever. Compared to the first few years when we had maybe 5, 6, 7, 8 kids who dropped out and not done it, I'm not getting any kids now who aren't participating.
(Female teacher, Area School, Adelaide Hills)

Teachers didn't report any instances when parents were rude or abusive. This is probably because schools recognised and accepted the right of parents to exclude their children, usually on religious grounds. When some parents became angry, teachers were adept at diffusing the situation:

Most of the time with anger, people just want to be heard. I mean all 'blah, blah, blah', the anger! You need to say, 'alright, well okay, what can we do about that?' All of a sudden they stop; they've said what they needed to say.
(Female teacher, Secondary School, North Eastern Adelaide)

Interestingly, though, several teachers flippantly recounted a few stories about being ‘threatened’, in one case by a parent who accused the teacher of ‘turning his son into a poof’ by discussing homosexuality and homophobia, and in another by a ‘Year 10 Muslim boy’ who said that his dad would beat the teacher ‘if he knows what I am doing here. And I said, ‘well don’t tell him’!!’

In the teacher survey, only 16% of teachers reported dealing with parents who were critical of them or the program (see Table 19). Their responses were consistent with those reported in the focus groups – they engaged in consultations with parents, shared information, and negotiated, while ultimately accepting parents’ right to withdraw students (see Table 20).

Table 19: Teachers dealings with parents who were critical of them and the Relationships & Sexual Health curriculum. (n=94)

		%
Yes		16%
No		84%
Total		100%

Table 20: Teachers’ responses to parental criticism

Text Response
<p>Accepted parents’ right to withdraw students</p> <p>Parents did not give permission for their child to participate in program</p> <p>Rang parents and withdrew student from class for the session.</p> <p>Parents were a strict religious group who felt we should only deal with abstinence. After a meeting, they agreed to puberty and the 'mechanics' of intercourse but refused to let them sit on relationships in case they 'caught homosexuality'.</p>
<p>Consulted, informed, negotiated</p> <p>Some parents were concerned about the programme but it wasn’t a personal attack. Met with the parents, went through the programme in depth, and the parents were very happy in the end.</p> <p>Parent was concerned about topics covered and after a brief meeting about what was covered the problem was sorted.</p> <p>Met with the parents and addressed the issues.</p> <p>I received a couple of letters/phone calls. A couple of times I agreed I had to alter my teaching a couple of times it was parents biased opinion about sexuality that got in the way so I ignored them (with support of my leader)</p> <p>I directed them to the SHine website for comprehensive info about the course and answered their subsequent questions. Most were happy for their children to continue in class - a couple withdrew their children.</p> <p>I had some comments about teaching contraception. I just described the reasoning behind informing kids prior to making decisions regarding their sexual health.</p> <p>Outlined course and addressed their concerns.</p> <p>Talked about what we know about adolescent behaviour; how the program is a preventative strategy to make sure young people were safe and could make good choices. I showed them the program and pointed out that most of the course is about decision making, weighing up options, and practicing solving dilemmas. The parents were happy with that.</p>

It is welcome news to hear that parental concerns about the program are relatively rare in State schools. However, there are likely to be unidentified sexual health consequences for particular groups of adolescents who ‘miss out’ on comprehensive sexual health and relationships education. If some parents decide to withdraw their children from State school programs, or to send them to Catholic and Independent schools that don’t embrace open and comprehensive programs, then significant numbers of our young people may not receive key information or exposure to values debates about human sexuality that prepare them to make ‘good decisions’ about their own sexual behaviour. While there are sound reasons to support the rights of parents to choose their children’s schools, there are powerful counter arguments based on a consideration of children’s rights that have relevance too. May be it is time to canvas these more stridently to advance the case for wider access to comprehensive sexual health and relationships programs for more of our young people – even those attending non-government schools.

Dealing with inappropriate sexual behaviour in class

The literature is mostly silent about students displaying sexual or sexualised behaviour in public places. When it is mentioned, those involved are often young children in the early years of schooling or students with intellectual disabilities or behavioural disorders (Queensland Health, 2011; Renshaw & Yarzagaray, 1991; Dossetor & Nicol, 1989). It was a little surprising, then, to hear teachers talk about having to deal with quite overt sexual behaviours in their classes. As one teacher revealed, these encounters can be quite confronting:

- T1: A year 10 boy, a few years ago, and we were talking about their own sexual desires, and we were actually talking about masturbation and he just roles his chair out, he's in the isle and he's laying back like this, and he's obviously got a hard on and then all of a sudden he puts his hands down his pants...
- T2: Oh no.
- T3: Publicly?
- T1: ... right in front of me just to see what I would do. I just walked over to him and said ‘You – out’!

Quite a few other teachers mentioned dealing with sexual touching and sexual innuendo and gestures.

To determine how common these incidents were, teachers were asked in the survey to indicate whether or not they had dealt with ‘inappropriate sexual behaviour’ in their sexual health classes. A surprisingly high 28% responded in the affirmative (see Table 21).

Table 21: Teachers’ dealings with inappropriate sexual behaviour in class

		%
Yes		28%
No		72%
Total		100%

While some of the behaviours are relatively minor and, in some cases, intended to be humorous, others clearly break the strong taboos around displays of sexual behaviour in a public place like a classroom (see Table 22). ‘Inappropriate touching’, ‘masturbating’, ‘boys trying to play with each other’s penises’, and ‘touching another student’s genitalia repeatedly’ are examples of quite serious

breaches of the privacy social norm that defines what behaviours may be acceptable in private but not in public places.

Table 22: Teachers' accounts of incidents of inappropriate sexual behaviour in class

Text Responses
<p>Immaturity/acting out → use of behaviour management strategies</p>
<p>We have pretend penises that we use to put condoms on. A boy tucked it into his trousers and had it poking out of his fly. I told him that was socially unacceptable – he apologised and we got on with the lesson.</p>
<p>Referred to our expected classroom behaviours of respect etc.</p>
<p>I made it clear to the whole class that that behaviour was not OK – it involved inappropriate touching and comments. I talked about public/private, wanted/unwanted behaviour and gave the perpetrator time out. I checked that the victim was OK, then talked to each person privately after the lesson - behaviour not repeated.</p>
<p>Innuendo, gestures and touching</p>
<p>Sexual innuendo and gestures. Students reprimanded and actions discussed.</p>
<p>One year 8 boy could not stop putting his hands on the girls. I told him it was inappropriate and he stopped.</p>
<p>Boys trying to play with each other's penises.</p>
<p>A boy was masturbating in class. He was told that this behaviour was inappropriate in the public domain of the classroom; not that masturbating was wrong, but where and when it was appropriate.</p>
<p>Students touching and kissing in class. Talked about public and private behaviour in class, followed by a private discussion around safety and wellbeing.</p>
<p>Mostly silly language or disrespect of others.</p>
<p>During 'question in a box' time, someone had put in a question about having sex with animals. I said it was not appropriate and the risk of infection was stated.</p>
<p>Pay outs or harassment. Pointed out our group norms. Spoke to the individual afterwards in private. VERY RARE THOUGH.</p>
<p>Students touching and calling students and/or teachers sexually based names. In a couple of instances I was able to diffuse the situation as the student just needed direction. A couple of times it was dealt with by my leaders.</p>
<p>Gestures and comments about the other gender. We went back to the group norms and evaluated whether or not it was appropriate to talk like that.</p>
<p>Inappropriate touching and use of personal space between students. I calmly asked the students to 'break ranks' and then took them aside for a conversation about their behaviour.</p>
<p>Invoked group norms</p>
<p>It is mainly around language. I have a huge sign in my room that says RESPECT. It is very visible and I constantly refer back to it. If students are being inappropriate then we go back to looking at the word and what respect means. Students seem to get it and in the end I only have to point to the sign, if the behaviour is repeated at all.</p>
<p>Just gestures and inappropriate language. Reinforced group norms. Talked to students privately.</p>
<p>Go back over class norms and get them back on track.</p>

Referred to counsellor or school leader

Organised a counselling session.

Reported it to the sub school head and talked to the student about it. Recorded it on EDSAS.

Used counselling and student behaviour management procedures.

A child was touching another student's genitalia repeatedly. Due to the age and circumstances of the students, it was reported to the Counsellor and then Families SA

Had to report it to the counsellor who dealt with the issue.

Two students were caught in our classroom taking photos of the girl's breasts on the male student's mobile phone. Leadership took control and the students were suspended and their parents were contacted. Unfortunately, the parents were more concerned about us violating their privacy than with what their kids were doing.

Teachers used their general student behaviour management skills to identify then name these behaviours as 'inappropriate'. Several re-visited the idea of 'private' and 'public' behaviour, while others applied sanctions (time out and reprimands). Another common response was to talk to students one-to-one about their behaviour. The point to note here is that teachers actually intervened in a variety of ways to stop sexual put-downs, harassment, unwelcome touching, and sexual buffoonery. Their responses mostly aimed to ensure conformity with well-established group norms about respecting others' bodies, and not violating others' privacy, rather than to punish or 'discipline' students. There seemed to be an urgency in many of their responses to stop the inappropriate behaviour and to quickly re-engage those students in the planned classroom activities. Only in a few cases were students referred to external authorities (school leaders and counsellors) for further action.

What follows is a discussion of other issues that were raised by teachers in focus groups but not pursued in the teacher survey due to concerns over the length and complexity of the instrument. The issues that are discussed focus on:

- Dealing with cultural and religious diversity
- Addressing homophobia
- The emergence of pornography as an issue

Dealing with cultural and religious diversity

The increase in immigration involving refugee and asylum seeking groups from Afghanistan, Iraq, Sierra Leone, Myanmar, Somalia, and South Sudan has had implications for the teaching of sexual health in some South Australian schools. Teachers from several Western Adelaide schools, in particular, spoke of the challenges of accommodating the cultural and religious wishes of Muslim and African students in regular sexual health education classes. For example, they had to be aware of the different cultural expectations of African families which traditionally left the discussion of sexual issues to the discretion of grandparents in single sex family groupings. Guiding teachers' interactions with African families were the core values of the relationships and sexual health curriculum – acceptance and respect for cultural differences. As one teacher explained,

Sex education, apparently, is done by the grandparents in Africa. So, there was a bit of difficulty there. But what we said was if we do have African meetings here

with the parents, we can just talk to them about what we'll be doing. They'll be a lot more comfortable because they'd understand what it is we're teaching the students. And I think the kids ask questions as well. I think if they understand that our school environment and our culture is very diverse they will see that we teach a bit about respect as well, respecting what other people believe.

(Female teacher, Secondary School, Western Adelaide)

Another group of teachers from a different Western suburbs school was less confident that the different expectations of some African immigrant parents could be as easily accommodated. The teachers talked about feeling pressured to segregate classes into single sex groupings, to limit what was taught to each group to gender specific content 'because the boys don't learn what the girls learn', and to actively promote sexual abstinence. However, they justified their continued teaching of the Curriculum on several grounds: a) the sexual health needs of their students were as pressing as other students' needs despite deep cultural taboos about sex – 'An African woman admitted that sex outside of marriage happens there, so it's not just a problem here, or in the western countries. So they do have that problem but ... well, they don't talk about that'; and b) the students actively wanted to participate in the program. As a consequence, the Curriculum was implemented as planned.

Interestingly, though, other teachers viewed these kinds of challenges as opportunities to teach and reinforce the Curriculum's key values. After detailing some of the 'struggles' students experience 'with the language in the first place' and with 'some of the material', they explained how they reframed these to teach about 'respect' and 'tolerance' without focussing on the potentially divisive effects of cultural and religious diversity.

It actually makes really balanced lessons because you can draw on those students without singling them out or making them feel bad or embarrassed but actually, using them as examples of how we accept differences. I say, 'well look at this room, we've got four or five different backgrounds in here; we might have four or five different attitudes on this, and what would some of those attitudes be?' So, actually it is a strength, I think, in the program.

(Female teacher, Secondary School, Eastern Adelaide)

The same teacher returned to this point later in the conversation:

The South African girls were quite interesting... Oh, but they were really good because they've got such a different point of view on lots of things, haven't they? And that's really good, healthy, to have in the class because you're not getting the same viewpoint from everyone.

These conversations show how complex it can be for teachers trying to implement the essential elements of the Curriculum in contexts where beliefs about human sexuality and the culturally and religiously defined roles of men and women are so different. In most cases, however, the linked rationales justifying the Curriculum prevailed over other considerations – 'they need to know...'; 'they have a right to be sexually healthy'; and 'once they have the information, they can choose what is right for them' – but in ways that were respectful and sensitive. As one teacher recounted,

You know there are Christians who don't believe in sex before marriage. But when we are teaching the program we try to do it as best as we can by getting the students to understand that there are lots of choices out there. So I guess it's providing them with all the information and then allowing them to make their

own decisions from the information that we provide. We certainly discuss different religious views and different choices that people make in regards to their sexuality in their relationships, and it's not always easy, but yes that's what we do. (Male teacher, Area School, country region)

Addressing homophobia

Homophobia is a very complex and difficult to unravel phenomenon as it is implicated in processes of sexual identity formation and heterosocial group formation; it isn't simply about not liking the idea of homosexuality or homosexuals (Sharpe, 2002). It is also a social phenomenon that extends far more widely than schools and other organisations that young people inhabit.

Despite the complexity and pervasiveness of homophobia in Australian society, the Curriculum adopts an assertive approach to countering homophobia and heterosexism in a large section of the program devoted to 'Respecting Difference' (SHine SA, 2011, pp. 73-107). Teachers spoke at length about the range of strategies they use to challenge their students' views. For example, one teacher reflected that, 'We're good here!':

We do IDAHO Day[^], we're starting up a gay-straight alliance, we talk about what homophobia is and why people might be homophobic, and what impact that has on kids who might be coming out. I always use the line that '10% of the population is gay, so how do you know that there aren't 4 or 5 kids in this room who are struggling with that'. I spend a lot of time on it because I think it's really important; really, really important.

(Female teacher, Secondary School, Eastern Adelaide)

[^] International Day Against Homophobia and Transphobia

However, not all schools or teachers took this type of approach. It isn't easy 'teaching against the grain' to counter systemic and institutional prejudice (Boomer, 1984, p. 27). Teachers reported that their schools were inherently heterosexist and that some fellow staff members were openly and aggressively homophobic – 'I teach at a Christian School and it is very difficult to bring in topics such as homosexuality, and homophobia. It is quite a homophobic school.' Some teachers even had to deal with disruptive student behaviour that was prompted by discussions of homosexuality:

We had one boy nearly turn a class upside down last week. And I didn't even mention the word, but he was adamant that something should be done with those people. I couldn't keep him quiet, so I had to ring the office to get him removed from the class, so the rest of us could continue because he was not going to let go of his views on the whole thing. So yeah. The other kids wished the floor would open up and they could disappear because they were embarrassed by his behaviour.

(Female teacher, Secondary School, Northern Adelaide)

In reflecting on their efforts to counter rampant homophobia, teachers offered some glimpses of positivity and hope that the 'next generation' of Australians will be more accepting of sexual diversity than in the past. They cited several examples of students 'coming out' and being accepted within the school community as gay but 'cool', instances of students 'standing up to' adults in their lives (usually parents) who were rudely homophobic, and to changes in social norms around gay marriage, to suggest a slow but noticeable change in mainstream attitudes to people who identified as gay, lesbian, bisexual, or transgendered (GLBT). As one teacher noted,

The kids are pretty good now. I think we're coming through an era where kids are more tolerant, they're more exposed to it. There still exists a lot of homophobia,

but I think the percentage of the kids who are is a lot less. They know that it's not cool to be overtly homophobic, as much as maybe they used to. You know, we've had kids bring partners to formals that are the same sex so it's just, OK, yeah.

(Female teacher, Secondary School, Eastern Adelaide)

The same teacher said that,

It's nothing to see the girls who are comfortable now they've come out. They're walking across the yard and you watch them and it's like, 'Ooh I couldn't be' – but they're holding hands, like holding each other's hands and they're cuddling, but no one raises an eyebrow at them.

Interestingly, none of the teachers reported a similar softening of attitudes and greater acceptance of same sex attracted students among boys at their schools. This is consistent with Frosh, Phoenix and Pattman's (2001) suggestion that homophobia appears to be a 'marker of emergent masculinity and a significant feature of identity formation among boys' (quoted in Sharpe, 2002, p. 268).

It is likely that multi-pronged approaches to reducing homophobia in schools have the most potential to bring about change. Certainly, curriculum initiatives that promote the acceptance of sexual diversity deliver a strong and persuasive message about respecting people's sexuality. These, coupled with strident anti-bullying initiatives and gay-straight alliances which make 'coming out' safer, easier and more visible, may create the conditions in schools that better support GLBT young people. As Sharpe suggests, knowing other students who are gay and sharing school experiences with them in a safe environment may challenge homophobic discourses that de-humanise gays and lesbians. Once 'straight' students know and live alongside GLBT young people, their homophobic attitudes tend to 'show their brittleness and begin to crack under the strain of personal experience, creating space for an alternative discourse' (Sharpe, 2002, p. 270).

The emergence of pornography as an issue

Earlier in this report it was revealed that some teachers had requested further information and practical strategies to help them respond to students' wider access to, and use of, pornography. These calls were from a small minority of teachers. Most teachers either didn't see the impact of pornography as a major problem or dismissed it as a non-school issue that they preferred not to talk about in class. As one northern Adelaide teacher revealed,

When they have access to images at home that they then want to talk about in class, I try and – I'd prefer it if they didn't mention those sort of things about home. I say 'that's at home'. So, I generally cut it short because we're here to talk about healthy sexual relationships, not that other stuff.

Other teachers were clear that, 'We wouldn't, as teachers, go into that. I don't go into obscenity, so I don't discuss pornography'.

These teachers' position on pornography is reinforced by school surveillance strategies and internet filters that restrict student access to sites containing 'offensive material' like sexually explicit images. These effectively mean that pornography is defined, and then dismissed, as a non-school issue. As one teacher candidly reflected,

Definitely the boys would be interested in pornography and probably some of the girls as well, but they're probably more than likely to do it out of school than in school because our computer system is tracked, so if they've been on a site, the IT person will certainly know about it and notify the Principal.

(Female teacher, Secondary School, Northern Country)

However, there is growing evidence that pornography is 'not only widely accessed by teenagers but has become more violent in recent years, often portraying coercive, abusive treatment of women' (Ryan, 2012, p.1). This observation reinforces traditional feminist critiques of pornography (e.g., Dworkin, 1981) that maintain that pornography:

- portrays sexual violence against women as normal, natural and an inevitable part of male sexuality
 - reinforces male supremacy, and the idea that men are entitled to sexual access to women's bodies
 - dictates a narrow and limited idea of human sexuality characterised by coercion and degradation
 - promotes misogynistic attitudes in that it 'trains' men and women to see natural female bodies as 'unnatural and disgusting'
 - exploits women by exposing them to violence, harassment, and injury
- (Anti-Porn Feminists, 2012)

The response of key sexual health education experts like Debbie Ollis is to call for the incorporation of school-based pornography education into mainstream relationships and sexual health education programs. She maintains that, 'Fifteen years ago schools regarded sexual diversity as taboo and now it is integrated into the curriculum. The gender-based violence in pornography also has to be addressed' (Ollis, quoted in Ryan, 2012, p. 2). She and her research partners argue that, 'young people urgently need help to critique pornography's representations of gender and sex, and to help them distinguish between what they see and reality' (Crabbe, quoted in Ryan, 2012, p. 1).

Given these recent developments, it may be time to promote and support the role of teachers in developing their students' skills to critique pornography in sexual health classes. To ignore the impact of pornography on our young people's sexual attitudes and values will inevitably compromise the aims of the SHine SA Curriculum to promote respectful relationships that are free from coercion and exploitation.

Further issues raised by teachers in the survey

In the survey, around one in five teachers raised other challenging issues associated with teaching the Curriculum (see Tables 23 & 24). These were more specific and mostly unexpected concerns that required teachers to think carefully about their most appropriate responses. For example, teaching a student whose sexual development was compromised by a congenital condition required sensitive and careful responses by the teacher to ensure that the student felt included in class activities while dealing with his special needs in a confidential manner. Another delicate situation arose when one of the teachers became aware that several Muslim students' comments in class suggested that they were accessing pornographic material. There are no 'standard', pre-conceived strategies that can address issues like these. They demonstrate the central importance of teachers' professional decision making in assessing options and undertaking considered actions in the best interests of their students.

Table 23: Teachers’ reports of other issues or dilemmas related to teaching the Relationships and Sexual Health curriculum

		%
Yes		17%
No		83%
Total		100%

Table 24: Teachers’ responses to other issues

Text Responses
<p>Shock jocks</p> <p>Each situation is different but those who want to be the shock jock need to leave the room. Then I explain that others have narrower sets of beliefs and that the shock jock needs to practice (learn about) empathy.</p>
<p>Immature students</p> <p>When discussing intercourse, one lad broke down and started crying. When I asked him quietly what was wrong he asked why he had to learn such disgusting stuff. On talking with his parents we determined he was too 'young' for some topics and modified the program accordingly with mum sitting with him so she could discuss it at home.</p> <p>Just a general disconnect between students’ immaturity, sexual beliefs and the reality of modern life.</p> <p>A young student felt faint watching the video content of 'The Human Body'!</p> <p>Teaching single sex classes I find much material and methodology more engaging for girls than boys, so I have tried to adapt it to be more activity and game based for the boys.</p>
<p>Suspected child abuse</p> <p>Students revealed negligent practices by their parents/borderline abuse by parents. I responded by stating that I believed those actions by the parents were wrong, and explained why I believed this. None were serious enough to warrant mandatory notification.</p> <p>Having to make reports of abuse - mandatory notification.</p>
<p>Unexpected developments</p> <p>A student went through a serious identity crisis as a result of the genderisation topic in year 10 - she considered that she may be a man in a woman’s body or a lesbian. She was ESL and there were significant language barriers - doctors and counsellors ended up involved.</p>
<p>Giving advice</p> <p>I tell girls and guys to consider not having sex until they have the cash for a 5 star room at the Hyatt. I tell them to avoid the back of the car at the tennis courts.</p>
<p>Interference and lack of support by leaders and colleagues</p> <p>Leadership did not want to have all aspects covered properly. I provided research to support the need for comprehensive education.</p> <p>Unsupportive staff. I tried to explain to them what the course was about and why we did it.</p> <p>Other staff not embracing it – even though it is part of the SACS framework.</p>

Students with disabilities

A student with Prader-Willi Syndrome is in the class. I made sure all discussions were inclusive. I set time aside to discuss his concerns in a confidential environment. I also read up on the condition and talked to relevant 'experts' [Note: 'People with Prader-Willi Syndrome have an obsession with food and eating, poor muscle tone and balance, learning difficulties, lack of normal sexual development, emotional instability and lack of maturity.' Source: Prader-Willi Syndrome (PWS) Association of Australia Inc; <http://www.pws.org.au/us.html>].

Racist and sexist comments

Sexist and racist comments are common. I talk to them individually about why they are not appropriate, I address the class about why these are things that should not be present and I try to break down inaccuracies.

Cultural diversity

Another issue that I find tricky is catering for the cultural diversity - there are often various groups of students in a given class, for example Muslim girls and boys who are present as active viewers of pornography. A difficult situation to respond to and I did so with a continued and persistent focus on respect for others and an attempt to minimise discussions that seemed driven by exposure to porn.

Improvements

A consistent theme that emerged from the focus group interviews was that teachers were very satisfied with the quality and range of teaching and learning resources that were available as part of the Curriculum. When asked to suggest what could be improved in the Curriculum, one teacher replied,

I don't know that there's a lot more that I need, from my personal point of view, because the kids really do like the activities that are in the SHine book. They love doing those activities and there's a variety of things for them to do. There's so many. They never sit still; the kids will say to me, 'oh, is it recess time already?' – 2 lessons just go like that. I keep the children active, busy, and they do different things all lesson. There's no just sitting, writing or listening.
(Female teacher, Secondary School, Northern Adelaide)

When teachers were pressed for positive ideas to complement what was widely acknowledged as a well-resourced curriculum, they invariably suggested investing in resources that promoted active student engagement. As a consequence, they suggested more up-to-date visual resources that could be delivered on DVD or on websites, and that featured people their own ages:

I know there's some great graphical stuff out there, and that's the sort of stuff that the kids want to see, videos and those types of things, where they can get the information. But they want it to be realistic with current kids; they like to hear kids talking about this stuff, not seeing some 90 year old doctor talking about it.
(Female teacher, Secondary School, Northern Adelaide)

Teachers also stressed the value of building student interactivity, particularly on websites, and cited examples from other curriculum areas where this had been done:

A couple of sites have got those sorts of things, where they can interact and press buttons to find out what happens. I know that in Home Ec there have been a couple sites where they can check out what they look like in 10 years' time and things like that. They're activities where they can actually do stuff.
(Female teacher, Secondary School, Western Adelaide)

As well as recognising the importance of visual resources, several teachers wanted more concrete materials – ‘You’ve got to have hands-on to touch’ – like those contained in the contraception packs available from SHine SA.

These requests for graphic, visual and concrete resources present a dilemma that is raised by Allen (2006; 2011b; 2011c) in her work on the use of photos in sexuality education research. How do sexual health teachers satisfy their students’ need for these resources without being accused of using ‘offensive’, ‘obscene’, or even ‘pornographic’ materials? As Gibson (2007) and Johnson (2006) have reported, the public outcry was intense over the use of so-called ‘pornographic’ student activity cards when the SHine SA Curriculum was first trialled in schools in 2003. However, it may be time, nearly ten years later, to reconsider investing in the production of more visual resources that satisfy students’ need for “more explicit’ and ‘real life’ sexual knowledge’ (Allen, 2005, p. 390).

These findings were mirrored in the survey results with three of the top four suggestions for further support focussing on the ‘production of high quality, Australian DVD resources’, ‘more visual materials - colourful, animated, interactive, realistic’, and ‘more web-based resources’ (see Table 25).

Table 25: Teachers’ suggestions of further initiatives to support their teaching of the Curriculum (N=90)

Support Initiatives	Strongly Agree %	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly Disagree %
SHine should commission the production of high quality, Australian DVD resources which schools could purchase	44	44	12	0	0
More visual materials - colourful, animated, interactive, realistic	39	48	11	2	0
More explicit activities that explore the impact of alcohol on sexual decision making	35	45	18	2	0
Identify more web-based resources	31	50	14	5	0
Further practical advice about what students can do 'if things go wrong' in relationships	19	60	19	2	0
Ideas about which outside agencies can contribute to the curriculum	18	61	21	0	0
Activities designed specifically for use on interactive whiteboards	33	42	21	3	1
Strategies to use input from other young people and peer groups (i.e., peer mentoring)	21	54	22	2	1
More statistics - facts and figures presented graphically	28	39	29	3	1
More advice about how best to educate sexually active students	21	51	28	0	0

Conclusions

This research was undertaken about a decade after SHine SA embarked on its ambitious project to develop a comprehensive relationships and sexual health education curriculum for South Australian secondary schools. Much has happened since those early days, both in terms of the development and implementation of the Curriculum, and in society more generally. It was timely, therefore, to embark on this initiative to take stock of the Curriculum and teachers' use of it in contemporary secondary schools.

The research unapologetically focussed on teachers and their thinking and decision making about the Curriculum. Teachers are the 'gatekeepers' of the Curriculum who make strategic choices about the selection of content, teaching resources, and even the amount of time that is devoted to particular parts of the Curriculum. Their central role in the teaching and learning process positions them at the heart of debates about how best to promote sexual health among our young people. As a consequence, they are a valuable source of deep understanding about the issues, challenges, dilemmas, and problems that face sexual health educators today.

The research sought to tap into teachers' thinking using both focus group interviews and an on-line survey. The rich data that was produced provided a solid source of insights into the teaching worlds of the sexual health teachers who participated in the study. However, due to the decision to target only teachers who had been trained by SHine SA and were part of its Relationships & Sexual Health Education Network, the resultant groups of participants were quite homogenous – their views were remarkably similar across a range of issues. While this suggests that a large core group of teachers, who probably teach well over 8,000 Year 8 to Year 10 students in government schools, implement the Curriculum in very similar ways, caution should be exercised in extrapolating their views to all teachers who teach sexual health.

One of the standout findings of the study was that the vast majority of participating teachers view the SHine SA program as a high quality sexual health education curriculum. There were high levels of support for nearly all of its key features. Predictably, these positive appraisals were reflected in high fidelity use of the Curriculum across the board. This is unusual in areas of the school curriculum characterised by a strong values base rather than a well-established set of content.

Similarly, there was overwhelming support for the three linked rationales that justify the teaching of the sexual health Curriculum. Almost all participating teachers simultaneously believed that their young students 'needed to know' about relationships and sexual health, that they had a right to be sexually healthy, and that they needed key information in order to make 'good decisions' about their own sexuality. That over 100 teachers could embrace these key messages as unwavering principles guiding their teaching of sexual health is quite remarkable.

While there was strong agreement among teachers about what they thought should be taught in the Curriculum, there was a fascinating mismatch between what they liked to teach and what they thought their students preferred to learn. This was one of several suspected points of departure between teachers' and students' views that suggest the need for further investigations of student perspectives on what to prioritise and emphasise in the sexual health curriculum.

They also helped to identify ‘silences’ in the data where only a few teachers were prepared to point out ‘the elephant in the room’ – issues and topics like sexual desire, eroticism, sexual pleasure, masturbation, and the impact of pornography that were less often talked about than the more physiological and relationships aspects of human sexuality. That teachers *knew* that their students wanted to address these issues but tended to avoid them, suggests the need for more explicit, perhaps cross-disciplinary, support to tackle the ‘mysteries’ of human sexual desire and attraction.

Teachers raised several issues, or were asked their views about a range of issues, that challenged them when teaching the Curriculum. A surprising number of teachers revealed that a cornerstone of the Curriculum about maintaining confidentiality and privacy had been breached either explicitly or accidentally. While teachers responded in a variety of ways to restore group norms or to protect their own and their students’ privacy, the effects of ‘silencing the self’ in sexual health education need to be further explored. By de-personalising and de-contextualising the consideration of intimate human sexuality, relationships and sexual health curricula run the risk of becoming less relevant and less important than other sources of sexual knowledge and personal insight like social media sites. Again, it may be worthwhile learning from other pedagogic approaches that are used in literature, art, and music to explore the personal and intimate in ‘safe’ but meaningful ways.

Teachers face major dilemmas accommodating teenage sexual activity while at the same time interpreting the legal ramifications of age of consent legislation. The conspiracy of silence over the extent of underage sexual activity places teachers in a very difficult position as they have to largely ignore – or publicly deny – any knowledge of this, just at a time when they are dealing with complex issues of human sexuality and sexual health in the Curriculum. The teachers in this study showed remarkable skills in maintaining student confidentiality, supporting students, and making judgements about what was in their students’ best interests. They also took risks when interpreting the vague advice on these issues provided in official ‘guidelines’ produced by employing authorities (DECS, 2010). In light of this, it may be worthwhile initiating further debate about the appropriateness of maintaining a high age of consent in South Australia at a time when many European countries (Germany, Italy, Hungary, Croatia, Spain, and Iceland) have lowered theirs to de-criminalise what is widely acknowledged as ‘age appropriate’ teenage sexual behaviour (DECS, 2010). Additionally, it may be timely to engage our young people more inclusively in a wider discussion about their views on these issues.

One of the pressing issues raised in the international literature on sexual health education is the impact of freely available web based pornography on the sexual attitudes and behaviour of our young people. Ironically, the majority of teachers in this study did not raise pornography as a major concern of theirs, preferring instead to define it away as an issue to be addressed ‘at home’. Yet the weight of evidence suggests that coercive and demeaning pornography strikes at the heart of the values that underpin positive comprehensive sexuality education. Rather than being critical of teachers’ limited responses to the problems of pornography, it may be more productive to explore the application of ‘critical literacy’ approaches that actively critique pornography in a similar way that the sexualisation of childhood has been critiqued in the Curriculum.

In conclusion, the evaluation of teachers’ use of the SHine SA relationships and sexual health curriculum revealed many positive outcomes that confirm the quality of the initiative. Most teachers have fully embraced the values underpinning the Curriculum, have thoroughly implemented key

aspects of the program, and have tackled some of the challenges associated with teaching about sexual health in the contemporary context. Yet, as an evolving and responsive curriculum, there are now some positive opportunities to address the problems and difficulties that have been identified here, through a consideration of alternative options for improvement. Guiding that process should be an unequivocal commitment to pursue new and supportive initiatives based on the realisation that all of our young people 'need to know...'

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SHine Focus Group Interview Protocol

Welcome

Introductions

Aims & scope of the study

Formalities – audio-taping, transcription, issues of confidentiality

Questions

1. Do any of the vignettes or stories resonate with you? Which ones? Why? Do you have similar stories about teaching sex and relationships education (S&RE)?
2. What are your reasons for teaching S&RE?
 - What motivates you?
 - If you had to prioritise your reasons, what would be your top two reasons?
3. What core values do you teach – tolerance, acceptance of difference, respect, equality, reciprocity, mutuality? Or abstinence, monogamy, restraint, delayed gratification, responsibility, safety? How do you decide? What teaching strategies do you use? Do you face any dilemmas around teaching values?
4. How do you deal with cultural and religious diversity in sexual matters? How do you cope with students from secular, fundamentalist, and/or 'mainstream' religious backgrounds in the same classroom?
5. Are particular groups of students more difficult to teach S&RE than others? Which groups? Why?
6. Are particular teachers (or groups of teachers) better at teaching S&RE than others? For what reasons?
7. What is the role of parents in S&RE? In what ways do they help and/or hinder your teaching of S&RE?
8. Do you teach about human sexuality using explicit, realistic, and practical resources? How do you decide what resources to use? How do you avoid accusations of using 'obscene', 'offensive' or even 'pornographic' materials?
9. What language do you use when teaching about S&RE? Medical, formal, informal, slang, a mixture? Do you use critical literacy approaches to discuss different discourses about S&RE?

10. Do you teach about sexual desire, sexual pleasure, and eroticism? How do you deal with these in practice?
11. What do you disclose to students about your own sexuality? How do you decide?
12. What do you allow students to disclose about their sexuality? How do you deal with this issue?
13. Do you deal explicitly with lesbian, gay, bisexual, transgender, and queer relationships?
14. Do you deal explicitly with homophobia? How? Do you promote anti-homophobic values and intervention strategies?
15. Do you explicitly examine the role of popular media (films, DVDs, internet, print media, and digital games) in shaping sexual attitudes and behaviours? How? Do you use critical literacy approaches to discuss different media portrayals of sexuality and sexual relationships?
16. How do you deal with the legal dimensions of human sexuality – age of consent, illegal forms of pornography, student-teacher relationships, sexual abuse, sexual assault and rape, mandatory notification of Child Abuse and Neglect?
17. What is the role of school leaders in S&RE? In what ways do they help and/or hinder your work in S&RE?
18. What have been some of the unintended outcomes of teaching S&RE? How have you responded to them?
19. In what ways has the *Focus Schools* program (including curriculum materials like *Teach it like it is*, SHine SA training, in-school support, and other resources) influenced your
 - Knowledge
 - Values
 - Teaching approaches
 - Levels of confidence
 - Levels of commitment to teach S&RE
20. What other forms of support would be valuable?
21. Are there any other issues about teaching S&RE that you would like to discuss?

Close – thank you.

Vignettes used in focus group interviews

Personal Values

Adam teaches sex and relationships education as part of his teaching role in a South Australian middle school. He is a religious man and describes himself as being 'somewhat old school' as he truly believes that sex should not take place before marriage. He struggles to teach some of the topics that are recommended to be covered in the sex and relationships education program because they diverge so far from his personal values and beliefs. He has admitted that there are certain topics that he 'just won't cover' such as homosexuality, and sexual pleasure and eroticism, preferring instead to use a biological and more clinical approach that deals with 'the facts', is 'clear cut', saves any embarrassment, and is consistent with many of his own values and beliefs.

Parental Pressure and Influence

Jack is a trained sexual health and relationships educator. Although highly competent, he lacks confidence with some areas of his education program, which is mostly due to adverse parental pressure and influence. After teaching a unit of work on homosexuality, the very next day there was an incident where a child's father entered the classroom and demanded to know why Jack was trying to turn his son into a 'poof'. Jack responded by calmly telling the man that this was not his intention and that acknowledging sexual diversity is a social justice issue and does not influence a child's sexuality. Covering other topics such as 'safe sex' has also resulted in parental backlash. In one instance, a parent with an African cultural background was incensed that her son was being taught how to use a condom. She explained that in her country, sex is not even talked about and explaining what a condom is and how to use one is ultimately encouraging her son to engage in sexual activity. Jack responded by stating that every child has the right to know about safe sex, and through teaching it, schools are preparing students for the future when they can make their own sexual choices.

Pornography

Leah is a trained sexual health and relationships educator who has been teaching the subject for around seven years. In her experience, pornography is a recurring topic that comes up with her students that was consistently used to make her feel uneasy and uncomfortable. At first, she handled the situation by ignoring any questions or comments about viewing pornography, deeming them to be 'inappropriate'. This proved to be difficult and resulted in her feeling annoyed and resentful towards the students in her class who would persistently ask questions that related to

pornography. Over time, Leah recognised the value of acknowledging the fact that many students are exposed to pornography and that it does have a strong influence on many young people. She prepared strategies to appropriately acknowledge and discuss the complex issue and, over time, has gained experience and confidence in tackling the subject.

Homophobia

Janet is a skilled sexual health and relationships educator. She feels confident covering a variety of topics that promote a child's right to be informed, empowered and kept 'safe' with this knowledge. However, one topic Janet feels uneasy about covering is around 'homosexuality' and 'homophobia'. After presenting a scenario to her class involving two men engaging in a sexual relationship, the students exploded with homophobic taunts, inappropriate jokes and expressions of disgust. Janet felt powerless to 'reign them back in' and had no idea how to manage such strong reactions from her class. It became easier to not cover the topic altogether because when she did, the whole 'vibe' of the classroom changed and she 'lost' her students.

John is a highly competent sexual health and relationships educator. After attending a training seminar on teaching sexual health and relationships education he was made aware of the importance of teaching the topic of 'homophobia' to his students. However the school that John teaches in is very conservative. The principal has made it clear that he does not want any controversial subjects brought up in the classroom and that homophobia is not an issue in the school. John somewhat disagrees with this position but doesn't want to 'shake things up'. He also fears that if he *were* to address homosexuality and homophobia with his students, it would not only disgruntle the school principal, but there may be a parental backlash causing a great deal of hostility that he would rather avoid.

Heteronormativity

Jessica is a heterosexual woman currently teaching sex and relationships education in a South Australian high school. She usually teaches from a heterosexual perspective because she has little understanding of homosexuality and believes that there are no homosexual students in her class. Jessica sees no point in covering a topic like homosexuality because it simply isn't relevant to her students. Yet after attending a training day on sex education, Jessica's perspective changed. She realised that by assuming all her students were heterosexual, she was ultimately doing them an injustice and possibly not allowing them the opportunity to express an alternate sexual identity. Jessica is now striving to be more inclusive of sexual diversity in her teaching practice.



University of South Australia

PARTICIPANT INFORMATION SHEET

Project title: An investigation of the ways teachers deal with key issues associated with teaching the Focus Schools comprehensive sexual health and relationships program.

Researcher: Professor Bruce Johnson

Telephone: (08) 830 24158

Email: Bruce.Johnson@unisa.edu.au

Since 2003, SHine SA has supported the teaching of comprehensive sex and relationships education in South Australian secondary schools through the development of quality curriculum materials and teacher professional development activities. It has initiated regular and rigorous evaluations of its materials, support processes, and impact on students to confirm the value of its sex education strategy. These evaluations have established the quality of the curriculum materials, the efficacy of the teacher training and support approach used, the nature and extent of student learning about human sexuality and relationships, and students' assessments of the quality and usefulness of information covered in the program.

The proposed investigation focuses specifically on teachers and the ways they identify and address the complex social, cultural, religious, and moral issues that arise when teaching young people about human sexuality and relationships. It recognises the central role teachers play in making decisions about program content, teaching resources, teaching methods, assessment arrangements, and student engagement. It also acknowledges the difficult and problematic nature of teaching about human sexuality in contexts in which the principles on which SHine SA's program is based are highly contested.

The proposed study is needed to better understand the role played by teachers in implementing quality sexuality and relationships education in contemporary secondary schools. It will provide greater insight into teachers' curriculum and professional development needs and will produce the evidence on which to base new initiatives to support teachers' work in this area. Finally, it will confirm the importance of teachers as key decision makers in sexuality education and challenge the rationale of other sexual health promotion initiatives that down-play the role of teachers.

The study aims to:

1. Identify the range of issues faced by teachers when implementing the Focus Schools Sexual Health and Relationships Education Program;
2. Identify the strategies used by teachers to address these issues;

3. Elicit teachers' views on the effectiveness of the Focus Schools training and development they received to prepare them to address the issues they face;
4. Elicit teachers' views on the Focus Schools curriculum resources they use to address the issues they face;
5. Elicit teachers' views on the nature and extent of in-school support they receive to address the issues they face.
6. Determine teachers' needs for further training and development, and curriculum materials support.

If you choose to take part in the study, you will be invited to participate in a focus group discussion about some of the issues you face when teaching the Focus Schools Sexual Health and Relationships Education Program.

Thank you for considering this request to take part in the study.

Signed Bruce Johnson _____ Date _____

This project has been approved by the University of South Australia's Human Research Ethics Committee. If you have any ethical concerns about the project or questions about your rights as a participant please contact the Executive Officer of this Committee, Tel: +61 8 8302 0343; Email: Lianne.quin@unisa.edu.au



University of South Australia

RESEARCH CONSENT FORM

Project title: An investigation of the ways teachers deal with key issues associated with teaching the Focus Schools comprehensive sexual health and relationships program.

Researchers' contact details:

Professor Bruce Johnson

Email: bruce.johnson@unisa.edu.au

Phone: (08) 830 24158

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be interviewed and that the interview will be digitally recorded.
- I understand that the data will be securely stored for five years at the University of South Australia, in accordance with the University of South Australia guidelines, and that only the researchers will have access to identifiable research data.

Name of participant.....

Signed.....**Date**.....

I have provided information about the research to the research participant and believe that he/she understands what is involved.

Researcher's signature and date.....

This project has been approved by the University of South Australia's Human Research Ethics Committee. If you have any ethical concerns about the project or questions about your rights as a participant please contact the Executive Officer of this Committee, Tel: +61 8 8302 0343; Email: Lianne.quin@unisa.edu.au

Appendix E

Shine Interviews converted 15.2.12.nvp - NVivo

File Home Create External Data Analyze Explore Layout View

Workspace Item Edit Paste Copy Merge Format Paragraph Styles Editing

Look for: Search In Nodes Find Now Clear Advanced Find

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Modelling	1	2	11/10/2011 2:28 PM	J	15/02/2012 4:00 PM	BR
No - personal & confidential	4	4	11/10/2011 1:56 PM	J	15/02/2012 4:00 PM	BR
Protective interrupting	1	1	11/10/2011 2:07 PM	J	15/02/2012 4:00 PM	BR
Student stories	1	3	8/11/2011 10:38 PM	J	21/07/2012 10:09 AM	BR
Yes -some	3	3	11/10/2011 2:06 PM	J	15/02/2012 4:00 PM	BR
Diversity - cultural & religious	4	10	11/10/2011 1:51 PM	J	21/07/2012 10:08 AM	BR
Religious diversity	2	5	25/10/2011 1:57 PM	J	21/07/2012 10:09 AM	BR
Rural communities	1	1	25/10/2011 12:18 PM	J	21/07/2012 10:09 AM	BR
Homophobia	5	8	11/10/2011 2:08 PM	J	21/07/2012 10:08 AM	BR
Blame parents	4	7	11/10/2011 2:22 PM	J	15/02/2012 4:00 PM	BR
Heteronormativity	4	9	11/10/2011 2:21 PM	J	15/02/2012 4:00 PM	BR
Change resources to reduce	1	1	8/11/2011 10:42 PM	J	21/07/2012 10:10 AM	BR
Positivity towards gay & lesbian students	1	1	27/10/2011 1:42 PM	J	21/07/2012 10:10 AM	BR
Small communities	1	3	25/10/2011 12:23 PM	J	21/07/2012 10:11 AM	BR
Students' attitudes	3	7	11/10/2011 2:23 PM	J	15/02/2012 4:00 PM	BR
Teachers proactive against homophobia	2	4	8/11/2011 10:44 PM	J	21/07/2012 10:11 AM	BR
Transgendered	1	1	11/10/2011 2:23 PM	J	15/02/2012 4:00 PM	BR
Leaders	2	2	11/10/2011 2:12 PM	J	21/07/2012 10:08 AM	BR
School council	1	1	25/10/2011 12:22 PM	J	21/07/2012 10:12 AM	BR
Support	2	6	26/10/2011 11:46 AM	J	21/07/2012 10:12 AM	BR
Legal issues	3	3	11/10/2011 2:10 PM	J	21/07/2012 10:08 AM	BR
Age of consent	4	8	11/10/2011 2:10 PM	J	15/02/2012 4:00 PM	BR

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Possession of child pornography	1	1	27/10/2011 11:13 AM	J	21/07/2012 10:13 AM	BR
Norms & Values	1	1	11/10/2011 1:42 PM	J	21/07/2012 10:08 AM	BR
Secular	4	6	11/10/2011 2:15 PM	J	15/02/2012 4:00 PM	BR
Teachers don't have agenda	3	6	11/10/2011 2:30 PM	J	21/07/2012 10:14 AM	BR
Parents	2	4	11/10/2011 1:51 PM	J	21/07/2012 10:08 AM	BR
Consenting	6	13	11/10/2011 2:35 PM	J	15/02/2012 4:00 PM	BR
Active	2	4	11/10/2011 2:36 PM	J	15/02/2012 4:00 PM	BR
Passive	2	2	11/10/2011 2:36 PM	J	15/02/2012 4:00 PM	BR
Fear for teachers	1	2	26/10/2011 11:53 AM	J	21/07/2012 10:14 AM	BR
Homophobic	4	7	11/10/2011 2:26 PM	J	15/02/2012 4:00 PM	BR
Meetings	1	1	25/10/2011 1:51 PM	J	21/07/2012 10:15 AM	BR
Reasons withdraw kids	0	0	11/10/2011 2:19 PM	J	15/02/2012 4:00 PM	BR
Relief	1	2	26/10/2011 1:54 PM	J	21/07/2012 10:15 AM	BR
Uncomfortable	1	4	11/10/2011 2:26 PM	J	15/02/2012 4:00 PM	BR
Lack of knowledge	1	1	26/10/2011 2:54 PM	J	21/07/2012 10:15 AM	BR
What role do they have	1	3	12/11/2011 9:54 AM	J	21/07/2012 10:16 AM	BR
Pornography	5	9	11/10/2011 1:44 PM	J	21/07/2012 10:08 AM	BR
Qualities of the program	2	5	11/10/2011 1:48 PM	J	21/07/2012 10:08 AM	BR
DVD	1	1	27/10/2011 2:15 PM	J	21/07/2012 10:16 AM	BR
Interactive methods	2	3	11/10/2011 1:48 PM	J	15/02/2012 4:00 PM	BR
Resources	3	6	11/10/2011 1:48 PM	J	15/02/2012 4:00 PM	BR
Shine reps	2	3	11/10/2011 1:06 PM	J	21/07/2012 10:16 AM	BR

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Important kids know	4	4	25/10/2011 12:32 PM	J	21/07/2012 10:17 AM	BR
To make a difference	2	2	11/10/2011 2:26 PM	J	21/07/2012 10:17 AM	BR
RESPECT in the classroom	3	4	8/11/2011 10:30 PM	J	21/07/2012 10:08 AM	BR
The 'gay' word	1	2	8/11/2011 10:32 PM	J	21/07/2012 10:17 AM	BR
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Students with disabilities	1	2	11/10/2011 2:29 PM	J	21/07/2012 10:08 AM	BR
Suggestions to improve	6	15	11/10/2011 2:14 PM	J	21/07/2012 10:08 AM	BR
Gender related material	1	3	2/11/2011 4:09 PM	J	21/07/2012 10:18 AM	BR
General concerns	3	4	8/11/2011 3:43 PM	J	21/07/2012 10:18 AM	BR
Specific age related suggestions	1	2	25/10/2011 2:20 PM	J	21/07/2012 10:18 AM	BR
Taboos	1	1	11/10/2011 2:19 PM	J	21/07/2012 10:08 AM	BR
Teaching program	1	1	11/10/2011 1:44 PM	J	21/07/2012 10:08 AM	BR
christian principles	1	1	25/10/2011 1:26 PM	J	15/02/2012 4:00 PM	BR
Classes	1	1	11/10/2011 1:52 PM	J	15/02/2012 4:00 PM	BR
Single sex	5	11	11/10/2011 2:29 PM	J	15/02/2012 4:00 PM	BR
Consent	1	1	2/11/2011 6:23 PM	J	21/07/2012 10:19 AM	BR
Critical literacy approach	6	16	11/10/2011 1:55 PM	J	15/02/2012 4:00 PM	BR
Statistics	1	1	27/10/2011 4:23 PM	J	21/07/2012 10:19 AM	BR
Easy to teach	1	1	11/10/2011 1:46 PM	J	15/02/2012 4:00 PM	BR
Explicit	1	1	11/10/2011 2:22 PM	J	15/02/2012 4:00 PM	BR
Drawing the line	1	1	1/11/2011 12:20 PM	J	21/07/2012 10:22 AM	BR

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Nodes

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Homophobia	2	4	27/10/2011 11:40 AM	J	21/07/2012 10:22 AM	BR
Hassles - timetabling	2	4	11/10/2011 2:25 PM	J	15/02/2012 4:00 PM	BR
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Interruptions	1	2	7/11/2011 6:01 PM	J	21/07/2012 10:21 AM	BR
Language & terminology	4	15	11/10/2011 1:54 PM	J	21/07/2012 10:24 AM	BR
Using 3rd person approach	5	11	26/10/2011 10:56 AM	J	21/07/2012 10:24 AM	BR
Like teaching it	4	4	11/10/2011 1:46 PM	J	15/02/2012 4:00 PM	BR
Initial reservations	1	1	25/10/2011 11:11 PM	J	21/07/2012 10:24 AM	BR
No training = anxious	1	1	1/11/2011 12:14 PM	J	21/07/2012 10:25 AM	BR
Kids want to learn	3	6	26/10/2011 1:46 PM	J	21/07/2012 10:25 AM	BR
Opt out option	4	9	11/10/2011 1:45 PM	J	15/02/2012 4:00 PM	BR
In cases of abuse	1	1	26/10/2011 11:46 AM	J	21/07/2012 10:25 AM	BR
jehovah witness	1	1	12/11/2011 9:49 AM	J	15/02/2012 4:00 PM	BR
Kids deciding for themselves	2	2	27/10/2011 11:35 AM	J	21/07/2012 10:26 AM	BR
Muslims opting out	3	6	26/10/2011 11:20 AM	J	21/07/2012 10:26 AM	BR

BR 140 Items

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Shine Interviews converted 15.2.12.nvp - NVivo

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Workspace Item Clipboard Format Paragraph Styles Editing

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Look for: Search In Nodes Find Now Clear Advanced Find

Nodes

- Nodes
- Relationships
- Node Matrices

Sources

Nodes

Classifications

Collections

Queries

Reports

Models

Folders

Name	Sources	References	Created On	Created By	Modified On	Modified By
Power dynamics	1	2	11/10/2011 2:13 PM	J	15/02/2012 4:00 PM	BR
previous knowledge	1	2	26/10/2011 2:51 PM	J	15/02/2012 4:00 PM	BR
Question box	1	1	11/10/2011 1:55 PM	J	15/02/2012 4:00 PM	BR
Resources	6	12	26/10/2011 1:08 PM	J	21/07/2012 10:26 AM	BR
Monetary decision making	1	1	26/10/2011 3:02 PM	J	21/07/2012 10:27 AM	BR
More use of internet	2	3	8/11/2011 10:40 PM	J	21/07/2012 10:26 AM	BR
More use of music	2	2	27/10/2011 2:13 PM	J	21/07/2012 10:27 AM	BR
More visuals	3	4	26/10/2011 1:18 PM	J	21/07/2012 10:28 AM	BR
Print media	1	1	13/11/2011 10:09 AM	J	21/07/2012 10:27 AM	BR
TV shows	1	1	8/11/2011 10:33 PM	J	21/07/2012 10:28 AM	BR
Sexual pleasure	6	9	11/10/2011 1:55 PM	J	15/02/2012 4:00 PM	BR
Avoid - respect for privacy	2	2	27/10/2011 2:00 PM	J	21/07/2012 10:29 AM	BR
Depends on maturity level	2	3	25/10/2011 1:43 PM	J	21/07/2012 10:29 AM	BR
Kids avoid - embarrassed	1	2	8/11/2011 10:34 PM	J	21/07/2012 10:30 AM	BR
Only when they ask	1	2	13/11/2011 9:02 AM	J	21/07/2012 10:29 AM	BR
Student responses	4	5	11/10/2011 1:52 PM	J	15/02/2012 4:00 PM	BR
'Big noting'	1	1	11/10/2011 1:53 PM	J	15/02/2012 4:00 PM	BR
Dealing with hard questions	2	5	25/10/2011 2:00 PM	J	21/07/2012 10:31 AM	BR
Dominant kids	1	1	8/11/2011 10:28 PM	J	21/07/2012 10:31 AM	BR
Hormones	1	1	11/10/2011 2:18 PM	J	21/07/2012 10:31 AM	BR
Immature	4	8	11/10/2011 1:53 PM	J	15/02/2012 4:00 PM	BR
Gender & age differences	2	5	2/11/2011 4:11 PM	J	21/07/2012 10:31 AM	BR
Laid back	1	1	11/10/2011 2:10 PM	J	21/07/2012 10:31 AM	BR
Question each other	3	3	25/10/2011 2:00 PM	J	21/07/2012 10:31 AM	BR

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Look for: Search In Nodes Find Now Clear Advanced Find

Nodes

- Nodes
- Relationships
- Node Matrices

Sources

Nodes

Classifications

Collections

Queries

Reports

Models

Folders

Name	Sources	References	Created On	Created By	Modified On	Modified By
Self awareness	1	1	27/10/2011 2:03 PM	J	21/07/2012 10:31 AM	BR
Try to shock teacher	2	4	1/11/2011 1:16 PM	J	21/07/2012 10:32 AM	BR
Unexpected	1	2	27/10/2011 11:18 AM	J	21/07/2012 10:32 AM	BR
Teacher sensitivities	3	6	26/10/2011 10:18 AM	J	21/07/2012 10:32 AM	BR
With openly gay students	2	2	26/10/2011 1:31 PM	J	21/07/2012 10:33 AM	BR
Own sexual health learning	1	1	27/10/2011 4:24 PM	J	21/07/2012 10:33 AM	BR
Teachers' own sexuality	3	6	25/10/2011 2:01 PM	J	21/07/2012 10:33 AM	BR
Teaching respect for diversity	3	13	27/10/2011 1:40 PM	J	21/07/2012 10:34 AM	BR
Safety-informed choices	2	2	27/10/2011 2:11 PM	J	21/07/2012 10:34 AM	BR
Impact of technology	2	6	26/10/2011 10:12 AM	J	21/07/2012 10:35 AM	BR
Cyber safety & sexting	4	6	11/10/2011 2:12 PM	J	15/02/2012 4:00 PM	BR
Internet use	3	5	25/10/2011 11:14 PM	J	21/07/2012 10:35 AM	BR
cyber bullying	2	2	27/10/2011 1:48 PM	J	21/07/2012 10:35 AM	BR
Unexpected outcomes	1	2	13/11/2011 10:27 AM	J	21/07/2012 10:35 AM	BR
Use of scare tactics	2	2	27/10/2011 4:26 PM	J	21/07/2012 10:28 AM	BR
What makes a good teacher	0	0	25/10/2011 1:30 PM	J	21/07/2012 10:36 AM	BR
Commitment to teach it well	1	1	25/10/2011 12:25 PM	J	21/07/2012 10:36 AM	BR
Not pushing the kids	1	1	11/11/2011 1:50 PM	J	21/07/2012 10:36 AM	BR
Talk about the issues	3	3	25/10/2011 1:32 PM	J	21/07/2012 10:37 AM	BR
Teach all the curriculum	2	2	25/10/2011 1:32 PM	J	21/07/2012 10:37 AM	BR
Use correct terminology	2	2	25/10/2011 1:32 PM	J	21/07/2012 10:37 AM	BR
Who teaches it	6	9	11/10/2011 1:45 PM	J	15/02/2012 4:00 PM	BR
Age issues	3	5	11/10/2011 1:47 PM	J	15/02/2012 4:00 PM	BR

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Nodes

Name	Sources	References	Created On	Created By	Modified On	Modified By
Who teaches it	6	9	11/10/2011 1:45 PM	J	15/02/2012 4:00 PM	BR
Age issues	3	5	11/10/2011 1:47 PM	J	15/02/2012 4:00 PM	BR
Gender - women's work	2	4	26/10/2011 1:48 PM	J	21/07/2012 10:38 AM	BR
Health & PE teachers	3	9	11/10/2011 2:16 PM	J	21/07/2012 10:38 AM	BR
Home ec teachers	2	2	11/11/2011 12:10 PM	J	21/07/2012 10:38 AM	BR
Passionate teachers	1	4	27/10/2011 2:24 PM	J	21/07/2012 10:38 AM	BR
Who shouldn't teach it	1	4	11/11/2011 1:49 PM	J	21/07/2012 10:39 AM	BR

Sources Nodes Classifications Collections Queries Reports Models Folders

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Appendix F

Dear Teachers

SHine SA needs some vital information from you. We need to know:

- your views on the Relationships and Sexual Health curriculum
- which parts of the curriculum you use
- your views on what else should be included in the R & SH curriculum
- what issues and dilemmas you face when you teach the R & SH curriculum
- your ideas about how SHine SA can further support teachers like you

To find these things out, we asked researchers at the University of South Australia to design an anonymous on-line survey for us.

I know that you are as busy as ever and that you get asked to complete other surveys. However, your experiences, insights and ideas are really important to us. During the next two weeks, please find time in your busy schedule to complete the SHine SA teacher survey. Follow this link to access the survey:

https://unisaed.qualtrics.com/SE/?SID=SV_4TmajTWqWFgXvEM

If you have any queries, please don't hesitate to call me.

Thank you

SHine SA