Temora High School Sensitive issues in PDHPE

At times it is necessary to deal with sensitive issues with regards to personal development and human sexuality in junior PDHPE classes as outlined in the NSW PDHPE syllabus. Our school’s PDHPE program aims to help our students develop and lead healthy, active and fulfilling lives.

At Temora High School these issues are dealt with in a professional manner in accordance with the NSW DEC guidelines.

Our school’s PDHPE program covers a wide range of education matter, including relationships, drug use, human sexuality, child protection, fundamental movement skill development, safety and physical activity. Some of the content of the program deals with sensitive issues. The school recognises this by teaching about these issues within the context of a developmentally appropriate program and by providing information to you about the program.

The PDHPE program aims to encourage students to make informed decisions about their lifestyle taking into account the values of the family, culture and religion to which they belong. The school program will be implemented in a manner that supports the role of parents and caregivers, and reflects the ethos of the school community.

The school is required to inform parents and caregivers of the content of the curriculum as it deals with sensitive issues. If you have any issues or concerns please contact the school.

An overview of some of the content of sexuality in the PDHPE program is attached.

Mr Tony Stringer
PDHPE Teacher

Mr Patrick Nethery
Principal
<table>
<thead>
<tr>
<th>YEAR/TIMING</th>
<th>OUTCOMES FROM THE PDHPE SYLLABUS</th>
<th>SUMMARY OF CONTENT</th>
</tr>
</thead>
</table>
| YEAR 7 (Approx start Term 2) | - **a sense of self**  
- being the same as and different from others  
- factors that influence a sense of self  
- **adolescence and change**  
- the physical, social and emotional changes during adolescence  
- understanding difference and diversity  
- managing the changes associated with puberty, including reproductive health | - Sexuality (as a factor that influences Sense of self)  
- Male and female reproductive systems  
- Changes at puberty |
| YEAR 8 (Approx mid Term 4) | - **factors that affect health**  
- the influence of genetics on health  
- communicable diseases  
- **sexual health**  
- rights and responsibilities in sexual relationships  
- sexually transmitted infections, blood-borne viruses and HIV/AIDS | - Inherited characteristics  
- Sexually Transmitted Infections (STI’s) |
| YEAR 9 (Approx Term 2 – Term 3) | - **sexual health**  
- qualities valued in a partner  
- appropriately expressing and exploring sexual feelings  
- power, gender and risk-taking  
- sexual choices and their consequences  
- planning and managing sexual health | - Sexual decision making  
- Pregnancy/contraception  
- STIs |
| Year 10 (Approx Term 2) | - **caring and respectful relationships**  
- qualities of positive relationships  
- rights and responsibilities in relationships  
- appreciating diversity in relationships  
- analyse the range of influences that impact on an individual’s ability to behave in healthy and safe ways in relation to:  
- sexual health | - Positive relationships  
- Influences on sexual decision making - Gender stereotyping/ double standards  
- STIs |