

Theme 4: Intimate relationships

Suggested content

Teacher notes

Defining my intimate relationships

Types of relationships

- definition of an intimate relationship
- close, non-sexual relationships
- crushes and longing
- dating
- one-night stands
- living together
- marriage

An intimate relationship is a close, confiding relationship. It provides an opportunity to share.

It is important that discussions are inclusive of heterosexual, gay, lesbian and bisexual relationships.

Teachers also need to be aware that some young people may have transgender issues to consider.

Identifying needs

- emotional, intellectual, physical, social and sexual
- realistic expectations of a partner

No person can satisfy all needs of another. Relationships are reciprocal, not one-sided. Students should realise that the more a person wants a relationship, the more pressure is put on a partner.

Social pressures

- reasons for having a partner
- media portrayals of romance
- family pressures
- religious pressures
- peer group pressures
- homophobia

Many young people form relationships because of the pressure to find a partner. Sometimes family and religious values conflict with media portrayals of romance. Consider how these pressures may affect the ways that gay, lesbian, bisexual and transgender young people see themselves.

Maintaining relationships

Gendered roles in relationships

- sex role stereotypes
- use of power in relationships

It is important to consider the range of behaviour of men and women in society. Discuss whether violence (whether verbal, emotional or physical) is ever justified in a relationship.

Relationship skills

- communication
- resolving conflict
- negotiation
- problem solving
- making time
- independence and interdependence

Sexual relationships: Rights and responsibilities

Consent

- reasons for the need for consent
- interpreting consent
- respecting
- sexual assault and date rape

Stage 5 Child Protection Education materials provide ideas for activities which could be revisited or extended to teach about this area. (Refer to Theme 2, *Power in Relationships*, Unit 1, Finding a balance, pages 110-122.)

Sexual relationships: Rights and responsibilities (continued)

Legal issues

- reasons for laws
- age issues
- sexual harassment
- confidentiality

Pregnancy

- decisions to be made
- single parenthood
- terminating pregnancy
- rights of both parents

Contraception

- choices available
- roles and responsibilities
- impact on health

Sex and drugs

- effect on behaviour

Peer influence

- positive and negative influences
- double standards

Values and their impact on behaviour

- family values
- religious values
- cultural values
- social pressures

It may not be necessary to revisit many of these issues given the content of Years 7-10 PDHPE programs. This is where it is important to survey senior students to find out what areas they would like more information on, or what issues they would like to explore further.

Sexual health care

Prevention

- safe behaviours
- safe practices (e.g. condom use)

HIV, STDs and blood-borne viruses

- most common STDs
- preventing and controlling STDs
- coping with an STD
- coping with others with STDs
- preventing HIV/AIDS and blood-borne viruses (Hepatitis B and Hepatitis C)
- coping with HIV/AIDS and blood-borne viruses
- coping with others living with HIV/AIDS and blood-borne viruses

Treatment

- help agencies
- prevention versus cure
- confidentiality

Some of the content taught in previous years may need to be reviewed and reinforced. The opportunity for students to add questions will be important to allow discussion of the most relevant aspects.