



Student Snapshot Report

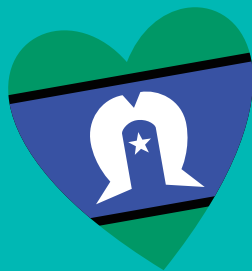
Student feedback on
Comprehensive Relationships and
Sexual Health Education

2025

SHINE_{SA}

We acknowledge and respect the Kurna people as the traditional custodians of the lands on which SHINE SA is located. We acknowledge these ancestral lands and their significance for the traditional owners and respect their spiritual relationship with country.

We pay our respect to the cultural authority of all Aboriginal people, understanding that their cultural and heritage beliefs are still as important today. We listen deeply to Aboriginal knowledges, ways of being, and learning that promote relationship and sexual wellbeing for all young South Australians.



Foreword

Comprehensive relationships and sexual health education (CRSE) is a fundamental right for all children and young people.

Building knowledge, developing skills, and cultivating helpful dispositions, enables students to understand themselves and others, advocate for their sexual health rights and build respectful and equitable relationships for life.

In South Australia, SHINE SA provides teaching and learning resources and training to educators across the state to support the facilitation of CRSE in Years 3-10. The SHINE SA Curriculum resource provides foundational knowledge on relationships, sexual health, and wellbeing and teaches the skills of critical thinking, communication, and decision-making.

This learning empowers students in areas such as self-awareness, respectful relationships, and emotional intelligence within the context of their cultural/social identities, lived experience, and personal values. Comments from this Student Snapshot Report reinforce that students recognise the value of CRSE as a core element of their school experience.

The SHINE SA Focus Schools program which provides training in, and access to this learning, is available to all Department for Education (DfE) schools in South Australia that have a cohort of secondary students (Years 7-10).

At the completion of their SHINE SA lessons, students are encouraged to provide feedback via a student feedback survey, detailing their experience of the learning, associated outcomes, and any suggestions for improvement.

In 2024, a total of 5,072 students from across 48 Focus Schools responded to the survey.

The inclusion of student voice in the review and evaluation of The SHINE SA Curriculum resource is critical to its success and explicitly informs ongoing content and pedagogy. The process of annual on-site updates and the provision of individual school reports provides specific information and commentary to further enhance educators' facilitation of SHINE SA lessons.

The following Student Snapshot Report report provides an overview of the statewide student feedback survey data collected in 2024, and reinforces a model of best practice in which trained educators have the skills, confidence and resources to provide CRSE in a supportive and informed learning environment.

The statistics and comments in this Student Snapshot Report highlight the ongoing success of the The SHINE SA Focus Schools program in South Australia. They also serve to motivate SHINE SA staff to continue to build partnerships, networks and resources to support students with CRSE in schools.

“ School provides a safe environment to explain this sort of stuff as I assume most people would feel awkward or nervous when trying to explain this stuff to children. - Year 7 student ”

Jill Spurling (She/her)

Manager - Schools Education and Support



SHINE SA Schools Education and Support Team members

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The Focus Schools Program

SHINE SA's Focus Schools Program is a CRSE program for secondary schools. It is a primary prevention initiative that aims to build relationships skills, health literacy, e-safety and achieve long-term health and social outcomes.

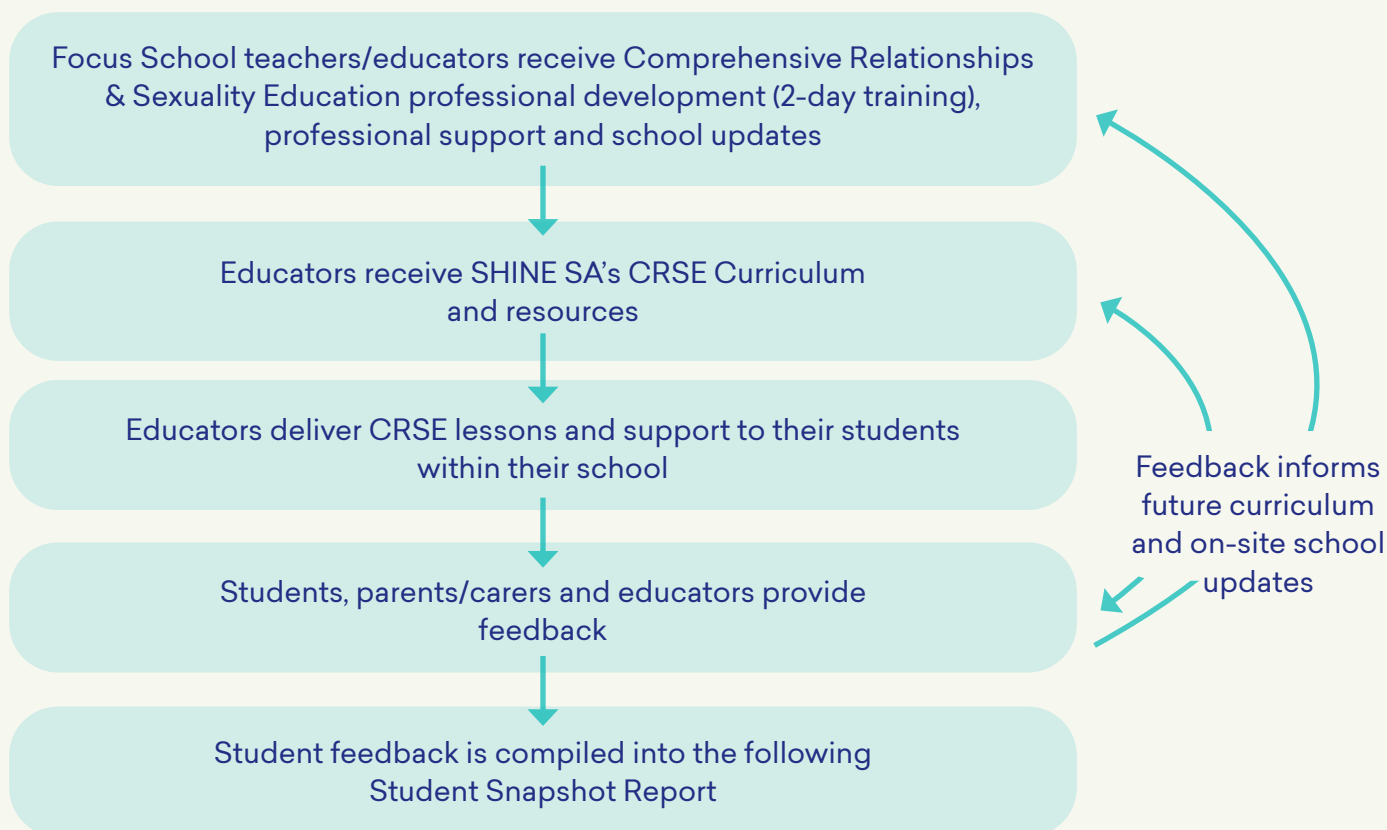
CRSE programs are effective in delivering a range of outcomes for young people, including:

- unintended pregnancy prevention
- STI prevention
- dating and intimate partner violence prevention
- development of healthy relationships
- prevention of child sexual abuse
- an appreciation of sexual diversity
- improved social/emotional learning
- increased media and porn literacy.

The Focus Schools Program involves a commitment from Department for Education secondary schools to:

- support educators to attend SHINE SA's professional development/training
- empower their educators to deliver relationships and sexuality lessons across Years 7-10
- deliver the SHINE SA Relationships & Sexuality Curriculum resource mapped to the Australian Curriculum
- provide ongoing feedback from students and staff
- communicate with parents/carers
- work towards a whole-school approach to relationships and sexuality education
- follow SHINE SA's Principles of Best Practice.

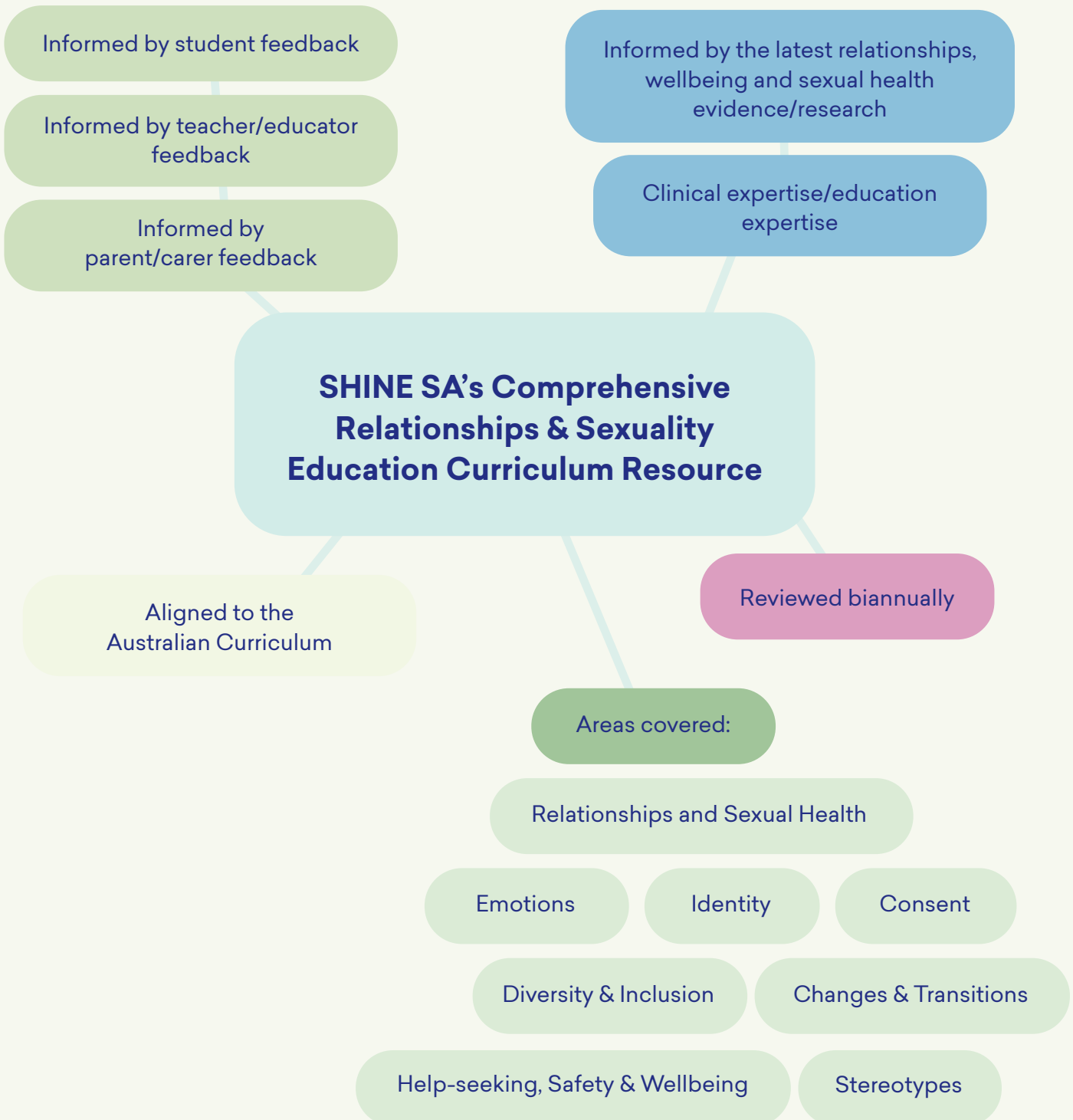
CRSE Curriculum delivery and feedback



Curriculum

SHINE SA's CRSE Curriculum resource is available to all South Australian educators and school staff who complete professional development. This equips staff with the confidence, knowledge and skills to deliver the curriculum.

SHINE SA's CRSE Curriculum Resource Overview



Key findings

**5,072
students**

from 48 schools submitted
a student feedback survey

Most respondents were Year 7
and Year 9 students (29 % each)

(21% Year 8 ; 22%; 21% Year 10)

82%

of students rated the
safety and support of the
class environment as
Good or Excellent

Only 6% of students
attended 1–5 CRSE lessons,
27% attended 6–10 lessons,
47% attended 11–15 lessons and
21% attended 16 or more lessons

77%

of students rated
the course overall
as Good or
Excellent

92%

of students believed SHINE
SA lessons will be useful to
them now or in the future

78%

of students believed SHINE SA
lessons was often or always
respectful and inclusive of
LGBTIQA+ identities

Key findings

85%

of students believed the course was often or always respectful and inclusive of different values and beliefs

26%

of students had spoken with their family about a CRSE lesson or topic since starting SHINE SA lessons

Parent/carer was the most common choice (69%) for students as a source for seeking further information, followed by Friend (47%), Internet (39%), Health service (39%), Teacher (31%) and School counsellor (18%)

The 5 most useful topics indicated, in descending order, were: **Relationships** (43%), **All of it** (38%) **Consent** (38%), **The body/ puberty** (37%) and **STIs** (35%)

47%

of students indicated that no change was needed to improve the SHINE SA lessons, 18% of students wanted single gender classes, 17% better class behaviour and 10% more in-depth information

Survey History

Figure 13: SHINE SA Student Feedback Survey Respondents (2024)

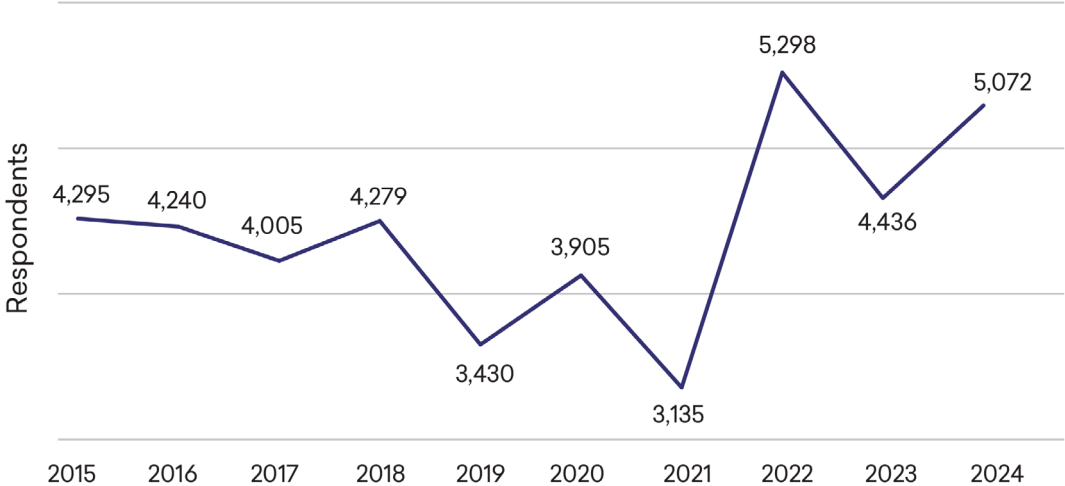
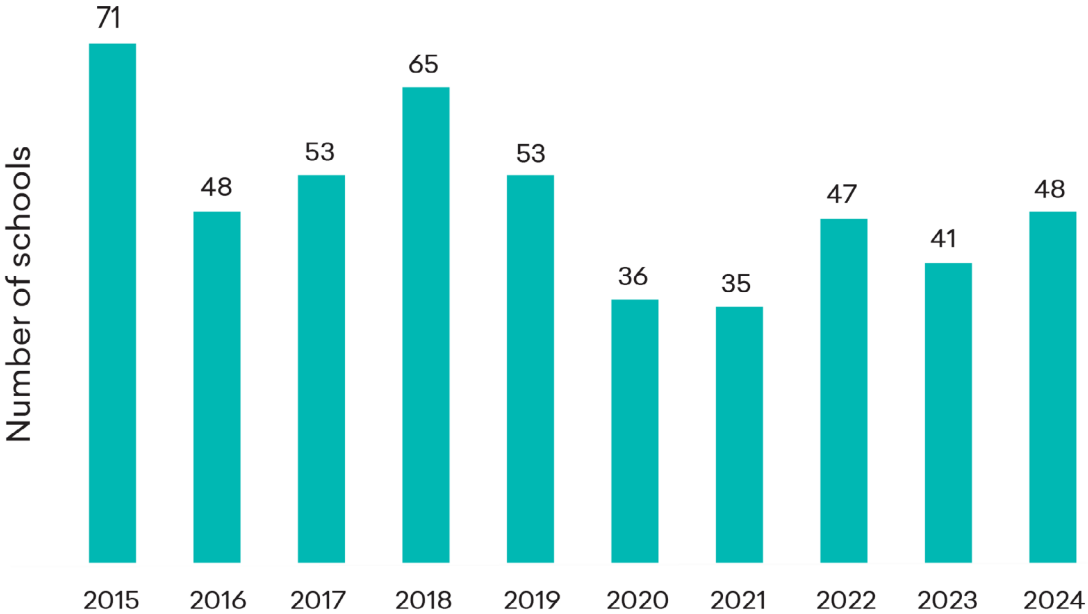


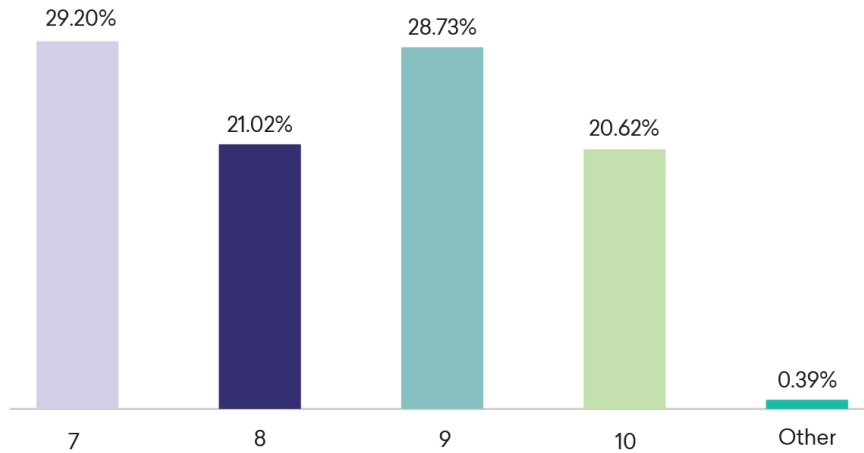
Figure 14: Number of Schools represented in responses (2024)



Student demographics

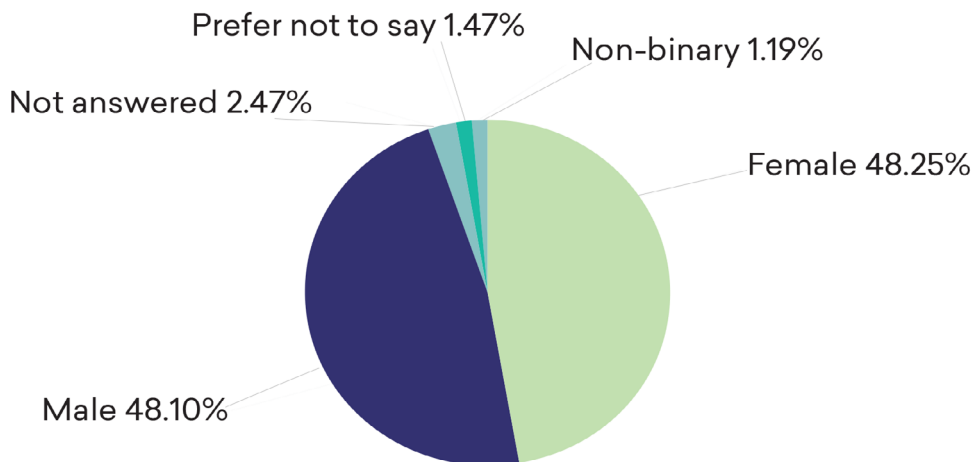
Year Level

Figure 1: Students (n=5,072) by year level (2024)



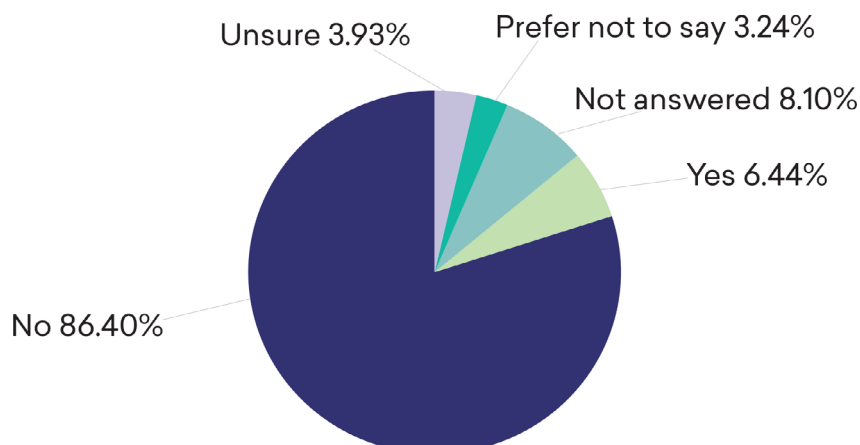
Gender Identity

Figure 2: Gender of students (2024)



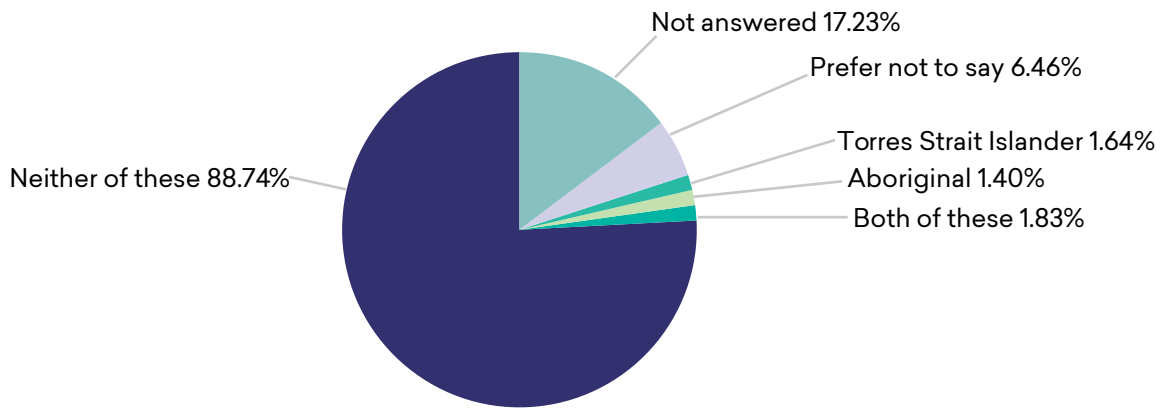
LGBTIQA+ Identity

Figure 3: Students identify as LGBTIQA+ (2024)



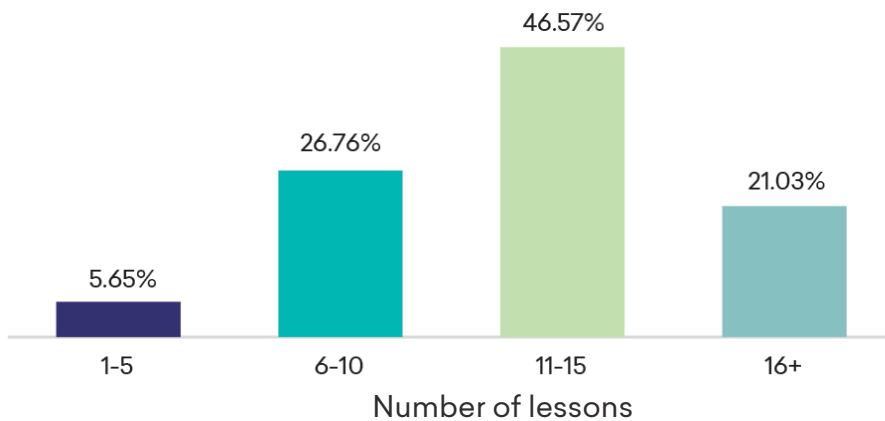
Aboriginal and Torres Strait Islander Identities

Figure 4: Students identify as Aboriginal or Torres Strait Islander (2024)



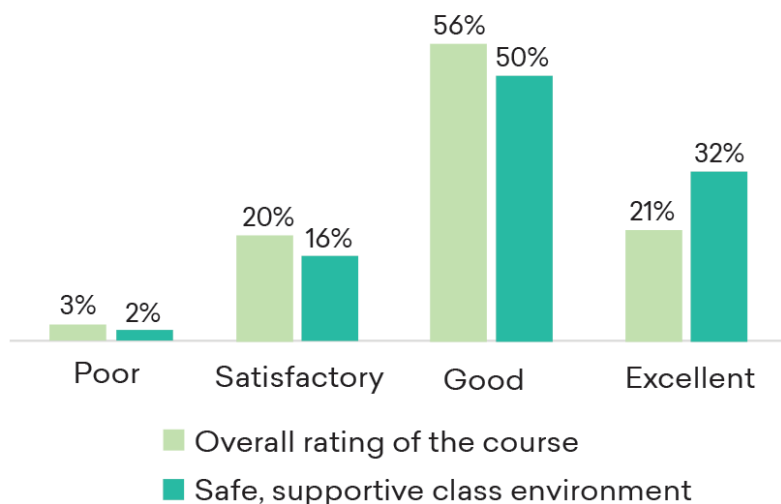
Number of SHINE SA lessons offered

Figure 5: Number of SHINE SA lessons offered to students (2024)



Students' rating of SHINE SA lessons

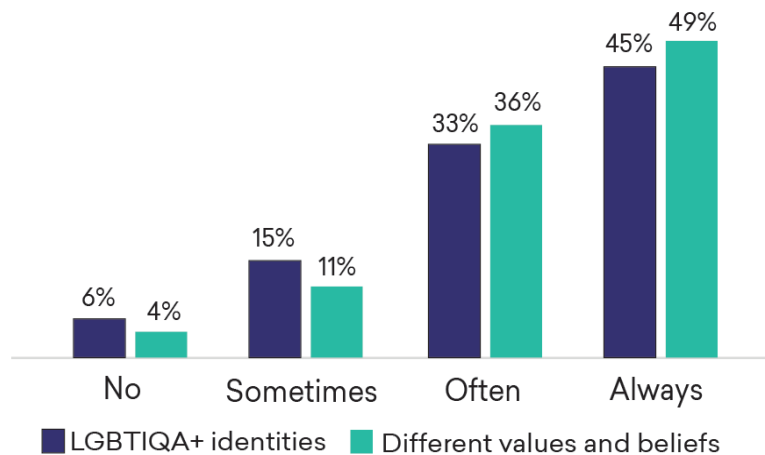
Figure 6: Students' rating of the SHINE SA lessons and the class environment (2024)



Student Perspectives

Respect and inclusion in SHINE SA Lessons

Figure 7: Student views on whether the course was respectful and inclusive of LGBTIQ+ identities and different values and beliefs (2024)



Student feedback on whether SHINE SA lessons were respectful and inclusive of LGBTIQ+ identities and different values and beliefs



As someone from the LGBTIQ+ community I believe the way this topic was brought up and talked about was the best way you could while still being respectful to people of all beliefs and not being overwhelming for those who aren't as educated or used to hearing about it. - Year 10 student



One of the biggest things in shine is everyone has their own stories and opinions. - Year 8 student

Taught in an unbiased way and respected people's decisions. - Year 8 student

The course taught us to be respectful throughout the exploration of differences in beliefs. - Year 10 student

I got to learn a lot more about the different genders and sexualities.- Year 9 student

There was never a mention of discriminating against anyone based on their sexual preferences, the examples of situations included varieties of relationships and identities. - Year 10 student

This course always respects and includes LGBTIQ+ identities as it creates a safe environment and raises awareness about this. - Year 9 student

Usefulness of SHINE SA Lessons

Student feedback on usefulness of SHINE SA lessons

'No' student comments

It's mainly because I don't feel comfortable when I talk about my relationship with people. - Year 9 student

Because I'm not gonna get a girlfriend that's haram. I will have a wife instead and when we have sex, we are sure we want a baby. - Year 9 student

I already knew about everything, there was nothing really for me to learn. But the games were cool. - Year 9 student

Majority of the information I already knew however it is a course that is useful for anyone to refresh your knowledge or to learn something new. - Year 8 student

'Yes' student comments

Sexual health and relationships lessons are crucial for life in the adult world, because this knowledge can help you stay safe, comfortable and be happy when you are with your partner or lover. - Year 9 student

It taught me valuable knowledge that I would otherwise get from unreliable sources and removed any naivety about the subject in my future. - Year 10 student

This course will be important in the future because when I get into situations or decisions that may be uncomfortable or difficult, I'll know what to do. - Year 9 student

I learnt about things that I wouldn't have been able to ask others. - Year 9 student

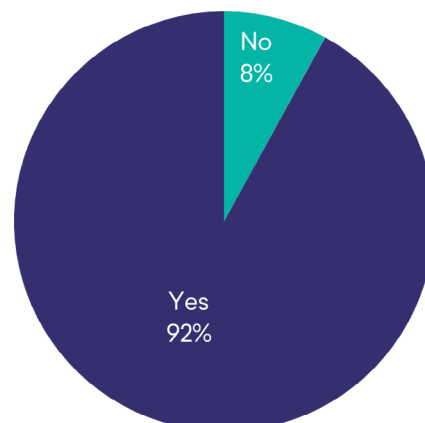
I now know things like, how to correctly put a condom on and where to go for help if required. These lessons were extremely helpful.- Year 9 student

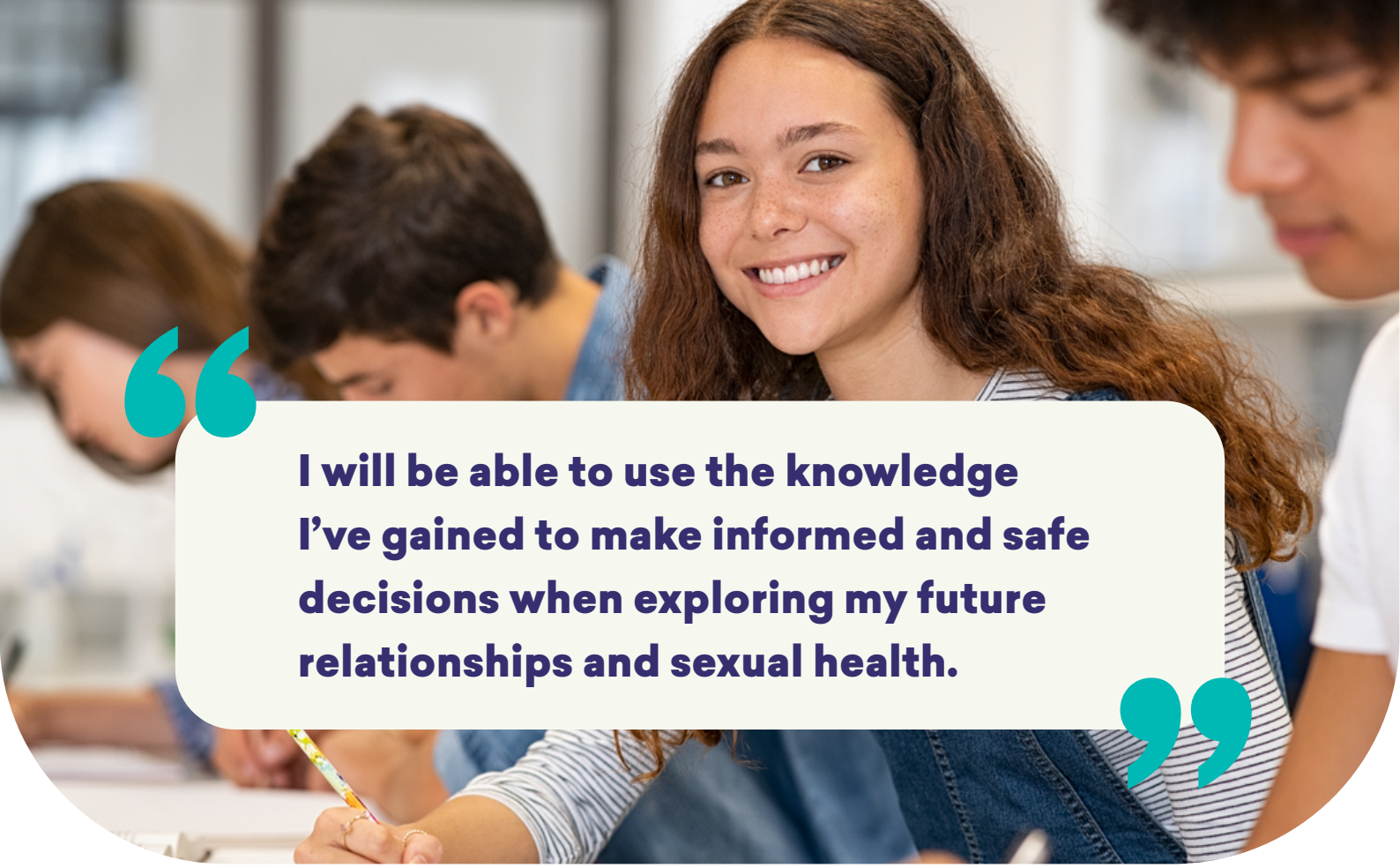
The course will help me make decisions and be informed about how to act in certain situations, such as having a conversation with someone who is not cisgender or transitioning. - Year 9 student

It is important to educate young people of the risks otherwise young people might be more vulnerable to bad things happening to them (making them aware). - Year 10 student

“ Topics such as puberty, consent and other topics will educate me on how to respectfully treat my body as well as ensuring safety in the future. ”

Figure 8: Student views on whether SHINE SA lessons will be useful to them now or in the future in terms of their relationships and sexual health (2023)



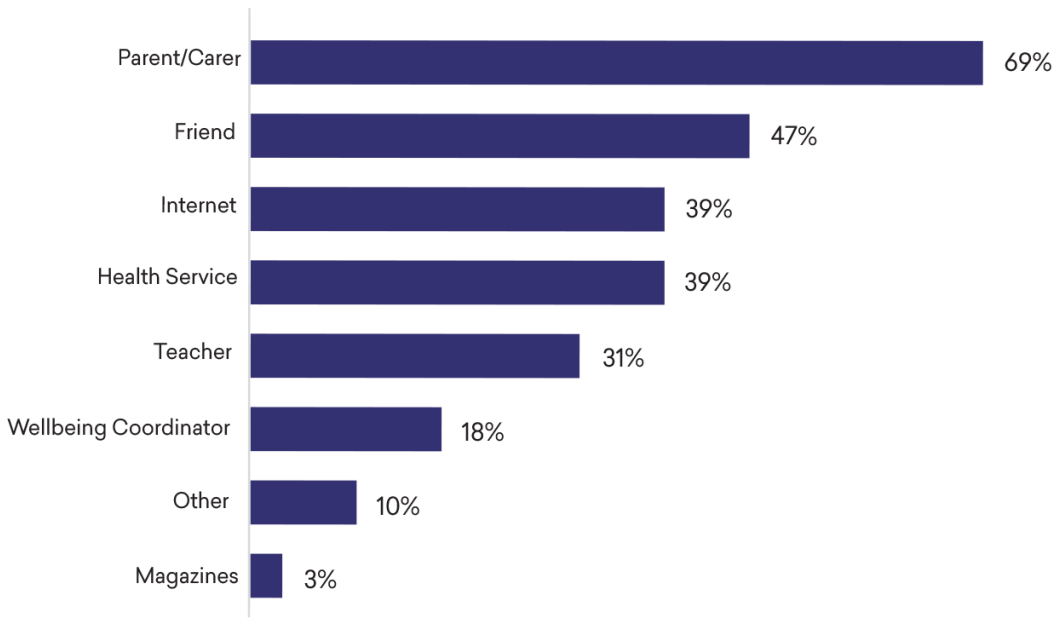


I will be able to use the knowledge I've gained to make informed and safe decisions when exploring my future relationships and sexual health.

Other Supportive CRSE Learning

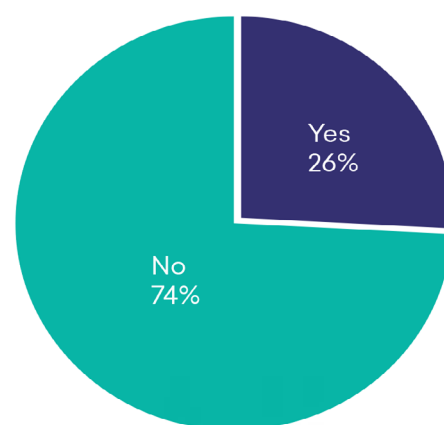
Seeking out information

Figure 9: Student views on who/where they would go to find out more about relationships and sexual health (2024)



Conversations with Parents, Carers or Family

Figure 10: Student views on whether they have talked with their parents, carers or family about any of the topics in their SHINE SA lessons (2024)



Student feedback on conversations with parents, carers or family

'No' student comments

They never asked, and I didn't think they wanted to know, so I just kept quiet. - Year 7 student

Because not in my culture. - Year 9 student

My family doesn't really like the topic so, I don't want to make them uncomfortable. - Year 10 student

It can be an awkward thing to talk about. - Year 9 student

It is embarrassing to explain to family, and I can't really figure out the correct time. - Year 7 student

I don't feel comfortable explaining what I have learnt with my parents. - Year 8 student

Did not have time to talk to them about these topics - Year 9 student

I haven't felt the need to, nothing has/is happening to me that I am worried about - Year 7 student

'Yes' student comments

One of the tasks was to interview a parent and I asked my mum, she said that she wished that back when she did this at school, there was more about consent and other things that we learned about now. - Year 8 student

I have talked about consent with my father, and he quizzed me on it. It was fun, and I think made him feel safer and more comfortable now that he knows that I have a deep understanding of what consent it and how to deal with it. - Year 10 student

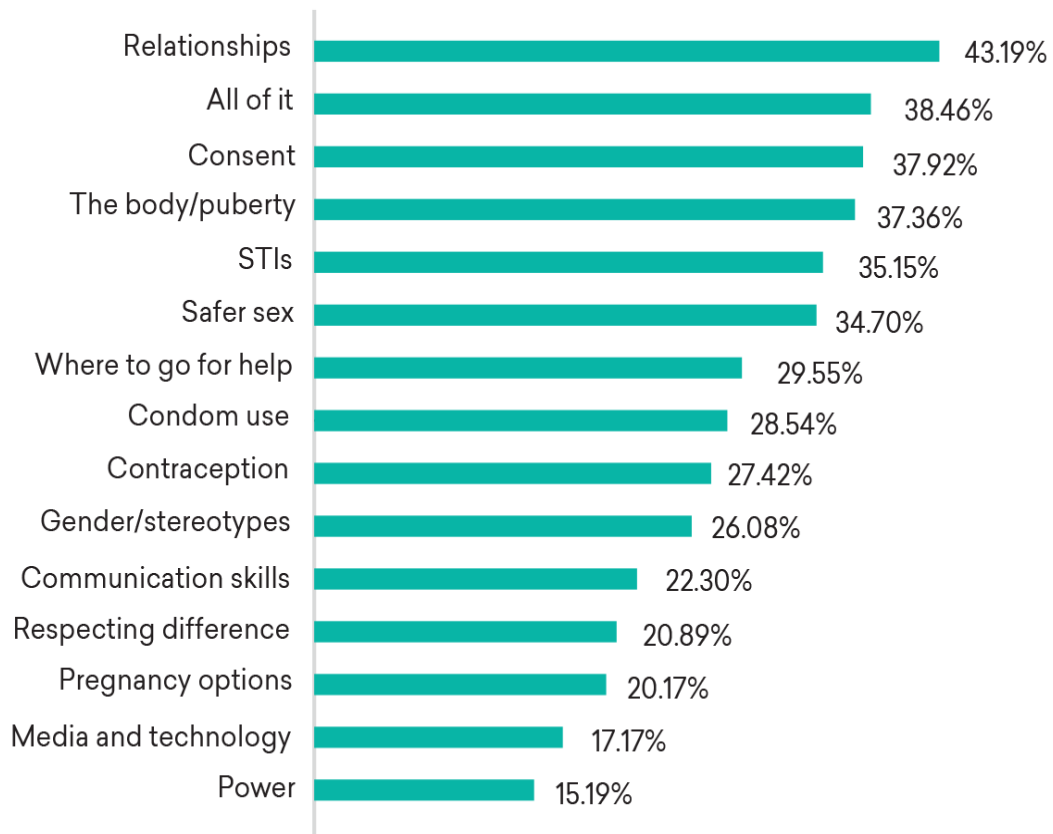
I have talked about the topics of the menstrual cycle and about pregnancy with my family members, specifically my mum. - Year 8 student

I talked to them about STI's and how they can transmit many kinds of infections. - Year 9 student

It's not something my parents have every really spoken about with me, it's part of the reason I find these courses valuable. Sometimes I may mention one or two things, but I rarely will have a meaningful discussion.

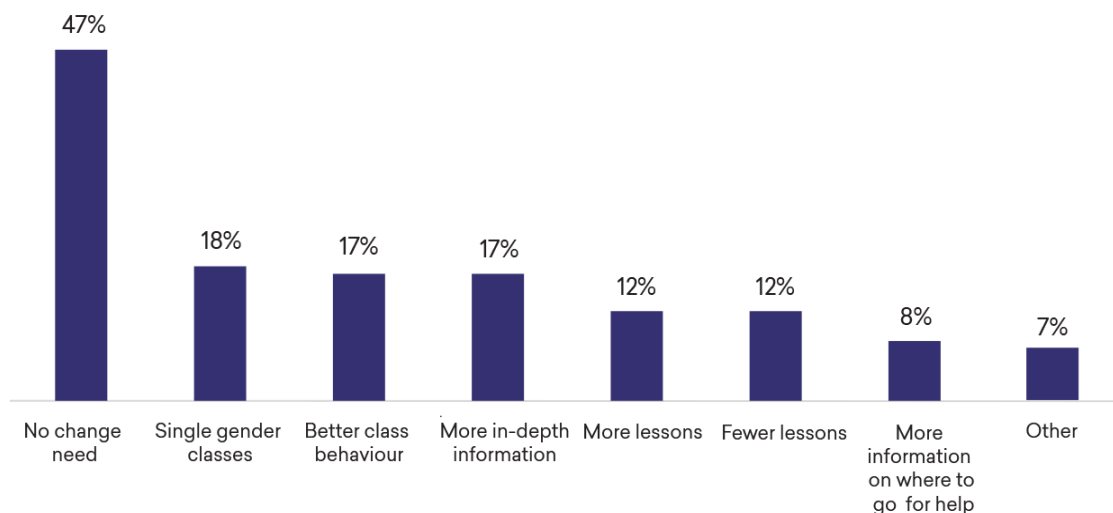
Most useful topics

Figure 11: Student views on what were the most useful topics (2024)



Changes to improve SHINE SA lessons

Figure 12: Student suggestions for improvements (2024)



Student feedback on changes to improve SHINE SA lessons

Let us know more about “social norms” rather than just what is realistic/right or the comfortable way to be feeling about a situation if that makes sense. Like we are taught to outright ask for consent - but is that realistic or normalised in relationships?
- Year 9 student

I think single gender classes would make it much easier to have important discussions and help the students feel more comfortable.
- Year 9 student

Please don't make these classes gender specific, it is helpful for everyone to learn about both sexes, and I believe it makes kids more mature on the topic and less likely to joke around and ignore what's going on.
- Year 10 student

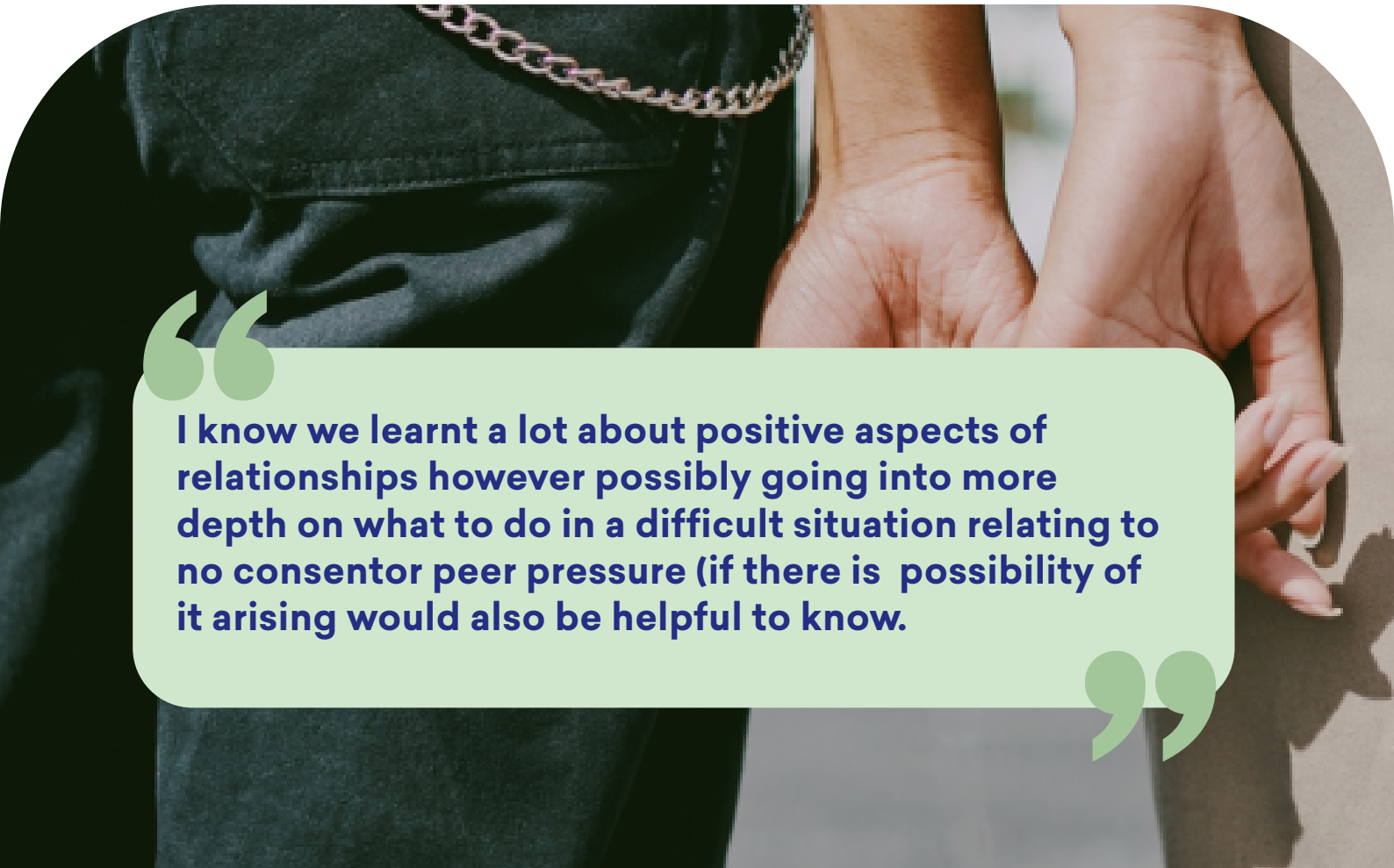
Everything went pretty smoothly. The class was respectful, unjudgmental and overall just a really good class to do this course with.
- Year 10 student

I am not sure how to improve class behaviour, as there have already been many efforts to create a calm and safe space, but some students do not seem to want to cooperate. Perhaps next time students should be removed from the classroom if they are not following the class norms. - Year 7 student

Maybe some case studies or more detailed case-by-case scenarios could help us understand some topics better and offer more information. - Year 9 student

I don't think there is much to do for the course to improve, as it was already engaging of a sort, and it was also inclusive. - Year 8 student

More lessons. - Year 7 student



I know we learnt a lot about positive aspects of relationships however possibly going into more depth on what to do in a difficult situation relating to no consent or peer pressure (if there is possibility of it arising would also be helpful to know.

Discussion

SHINE SA Lesson Topics:

This Student Snapshot Report is a reminder that comprehensive relationships and sexuality education is not just about curriculum delivery. It's about connection, reflection, and responsiveness.

Over 5,000 student voices from a cross section of 48 schools have again shown us that when CRSE is delivered consistently, with care and relevance, it is valued by students.

Many students reported increased confidence, particularly in understanding consent and identifying healthy and respectful relationships. These are not abstract outcomes; they are life skills and reflected in how students summarise what SHINE SA lessons support them to achieve.

“It helps me respect the people around me, whether it be their health, their choices and/or their identity. - Year 7 student”

This sentiment speaks to the heart of CRSE: equipping young people not only with knowledge, but with empathy, respect, and agency.

As in previous years, 'Relationships' was identified as the most useful SHINE SA lesson topic, rated number one by 43% of students. 'Consent' was again highly rated at 38%.

In this year's report, 'All of it,' was rated at 38%, higher than 'Safer sex,' which was in the previous year's top three SHINE SA lesson topics. This indicates the importance of having access to a comprehensive curriculum resource.

The Body/Puberty topic was nominated number 4 at 37%, emphasising the need for information and ongoing learning about this topic, particularly for our Year 7 students.

Endorsing the need for access to information about sexual health and safer sex, the topic of 'STIs' was also considered to be important by 35% of students who responded to the survey. Students linked this knowledge to their ability to make informed decisions, which highlights the capacity of SHINE SA lessons to effectively impact students' actions and dispositions in response to the learning provided.

A significant outcome of this report is that 92% of students believe SHINE SA lessons will be useful to them now or in the future.

Consistently reaching over 90% indicates the value of The SHINE SA Curriculum resource and suggests that for the vast majority of students, SHINE SA lessons remain practical, inclusive, and effective.

Reviewing and Responding to the Student Feedback Survey:

It is important to the SHINE SA educators who develop the content, and to the teaching staff across SA who facilitate the learning, that SHINE SA lessons remain responsive to changing social contexts, emerging issues and the evolving needs of young people.

Students' commentary in response to the usefulness of SHINE SA lessons provides insight into the learning outcomes they have achieved and guides and informs future Curriculum resource design.

**“I’m now more educated on how to look out for early signs of abuse both in my life and others’.
- Year 10 Student**

It was informative and already left me with questions and topics of discussions with my partner. - Year 10 student

Research confirms that CRSE programs have the potential to improve social outcomes, including building healthier relationships, improving gender equity and reducing intimate partner violence¹.

With students acknowledging the value of the current SHINE SA lessons, and in line with the Australian Government's 10-year framework: National Plan to End Violence against Women and Children 2022–2032, it is critical that our ongoing Curriculum resource review process has specific goals to refine learning opportunities and experiences that focus on communication, consent, and decision-making.

This learning will be specifically targeted in The SHINE SA Curriculum resource review for 2025/2026 with annual on-site updates providing a key forum for sharing this information with educators across the state.

¹ UNESCO (2018). International technical guidance on sexuality education: An evidence-informed approach

Celebrating Diversity:

CRSE teaching and learning benefits all learners. To establish and sustain learning environments that provide an authentic sense of belonging and connection for all students, schools must embed recognising and celebrating diversity as an integral aspect of their school policy, programs and culture.

Many students expressed feeling affirmed when they saw themselves represented in content and discussions addressing gender, sexuality, and cultural identity. In the SHINE SA Curriculum resource, this is purposeful by design with diversity and inclusion underpinning the learning experiences which value, connect, and enable students to respect and embrace what makes them different.

Teaching SHINE SA lessons requires educators to effectively address potential bias and to respond to the broader societal contexts that influence students' ideas and behaviours. In this Student Snapshot Report, 78% of students believed SHINE SA lessons were often or always respectful and inclusive of LGBTIQ+ identities, and 85% believed them to be respectful and inclusive of different values and beliefs.

The associated commentary from students indicated the capacity and efforts of their educators to facilitate learning that is respectful of identities, values and beliefs.

Comments included:

The course was respecting of other people's beliefs and values; we were able to have discussions surrounding the many different perspectives on each topic. - Year 10 student

My teachers did a good job of saying "People with uterus" and "people with Penis and Testes" instead of female and male. - Year 8 student

We always made sure that we were respectful and acknowledging diverse backgrounds and cultures. - Year 7 student

The teacher always acknowledged that some topics might apply differently to LGBTIQ+ people, and even taught us about a few of the most common LGBTIQ+ identities. - Year 7 student

The teacher acknowledged the differences in some cultures and how that played into what we were learning. - Year 7 student

We often talked about how we were raised does affect our beliefs and practices while still specifying that some things are the same for everyone. - Year 7 student

Thank You Educators!

We congratulate and thank our educators for their commitment to working towards supportive and inclusive learning environments. We are aware that there is still some progress to be made. Examples of homophobic and transphobic language/comments remain evident in some of the responses provided by students, reinforcing the need for ongoing explicit teaching and modelling to challenge attitudes and behaviours that promote discrimination and exclusion.

The growing diversity of our student population is one aspect that necessitates the regular review of the SHINE SA Curriculum resource.

In moving forward, the scheduled biannual review of the Years 7-10 curriculum books will focus on the importance of empowering students with critical thinking skills, and emphasising the human rights aspect of CRSE.

Specific support for educators will be provided through SHINE SA lessons focusing on intersectionality and the implications of discrimination on individuals and communities, including homophobia and transphobia.

Building knowledge, skills and dispositions, this learning will seek to have students propose and action measures to foster a more compassionate and supportive school community that benefits everyone.

The following words from a year 7 student describe what we seek to achieve:

“ I think all people should be included, even if you are gay, lesbian, trans, straight, bisexual, queer, all of that, because we are still all human beings, but we are just a little bit different from others, and that is 100% OK. - Year 7 student ”

Partnering with Parents and Carers:

Partnering with parents and carers enhances student learning, growth, and wellbeing. It is important for school communities to challenge the perception that parents and carers do not support CRSE in schools, as research shows very strong overall support, despite some differing views.

Australian research provides evidence that 89.9% of parents strongly agree or agree with the statement that relationships and sexual health education (RSE) should be provided in schools². This is further supported by a South Australian Snapshot Report on Gender and Sexuality Diversity in Schools; Parental Experiences and Schooling Responses which found 89.7% of SA parents want RSE to be delivered in government schools³.

2 Jacqueline Hendriks, Katrina Marson, Jennifer Walsh, Tasha Lawton, Hanna Saltis & Sharyn Burns (2024) Support for school-based relationships and sexual health education: a national survey of Australian parents, *Sex Education*, 24:2, 208-224, DOI: 10.1080/14681811.2023.2169825

3 Ferfolja, Tania, Jacqueline Ullman, and Lucy Hobby. 2021. "Gender and Sexuality Diversity in Schools: Parental Experiences and Schooling Responses. South Australia – Snapshot Report." Penrith: Western Sydney University. DOI: 10.26183/5jaa-8x03 URL: <https://doi.org/10.26183/5jaa-8x03>

One of SHINE SA's 10 Principles of Best Practice is 'recognising and respecting the importance of family and community as a source of sexual health information, education and values.' The SHINE SA Curriculum resource introduces strategies to encourage students to communicate what they are learning with their families.

This Student Snapshot Report identifies parents and carers as the group that most students would approach to find out more about relationships and sexual health (69%). However, since completing SHINE SA lessons, only 26% of students reported having spoken with someone at home about their learning

These figures are consistent with previous years findings with similar reasons being given for not discussing CRSE topics at home.

Barriers frequently mentioned by the students include it feeling awkward or uncomfortable, that their parents and carers already know the information, fear of being judged, adults not being open to the discussion, or more significantly, the capacity to simply initiate these conversations.

That's awkward, I'm a teenager.
- Year 10 student

I feel uncomfortable talking about it with them. - Year 9 student

I haven't really had time or thought that it would matter to my family as they already know about the things that we were being taught. - Year 7 student

I haven't because I know I should not be engaging in any sexual activity.
- Year 10 student

My family is not very open about this stuff.
- Year 10 student

These comments suggest that for some parents and carers, relationships and sexuality topics covered in SHINE SA lessons may carry an element of stigma or are perceived as difficult because of the information being shared.

A whole-school approach to CRSE teaching and learning supports parents and carers to build their knowledge, skills and confidence to initiate conversations and to engage in discussion about relationships and sexuality topics with their children and young people.

For many of the students who reported having conversations at home, they held the perception that their parents and carers were interested and/or had created opportunities for discussion. Students frequently referenced 'mum' as the person they were communicating with; however, it was apparent that having someone who was interested and didn't judge was more critical than the gender of the person.

I'm really comfortable with talking to my mum about these topics and I like to talk to her about what I've learnt so far because I know it interests her. - Year 7 student

Because it's important to me my parents know what I'm learning. I especially like to talk to my mum about my life/learning.
- Year 8 student

I shared the experience of this course with my family. It helped them to know about what teachers are teaching in this course. - Year 8 student

It was also common for students to report that they shared an overview of the SHINE SA lessons, often selecting topics to discuss that held particular interest for them. Commonly shared topics included relationships, power, gender, stereotypes, reproduction, contraception, STIs, law, consent, and condoms.

I found the topics interesting and statistics about gender power interesting which I shared with my family. - Year 10 student

I just told my dad about the condom lesson, and he thought it was good. - Year 9 student

I speak about my period and the interesting facts I learn about our body in SHINE lessons. - Year 10 student

Just recaps/overviews - especially with over 80% of the population having herpes. -Year 10 student

Schools that have staff who have completed the **SHINE SA Teaching It Like It Is** 2-day professional development are well placed to facilitate consistent, factual and unbiased programs that enhance students' knowledge, skills and dispositions to positively impact their sexual health.

In contrast, many parents and carers report feeling poorly equipped to initiate conversations about CRSE topics, thus making it challenging for their children and young people to engage in discussion. For some students, the resulting outcome is exposure to inconsistent and/or inaccurate information, often online.

A whole-school approach to CRSE challenges misinformation and actively supports parents and carers to be involved in learning, while providing access to resources that promote the consistent sharing of accurate, evidence-based information within a human rights framework.

Annual SHINE SA parent and carer workshops provide an effective strategy for strengthening this shared responsibility; however, these events are generally limited in the number of parents and carers they reach. In seeking to find effective ways to communicate with parents and carers, SHINE SA is currently in the process of developing a podcast series covering the range of topics that feature in the SHINE SA Curriculum resource.

Student Requested Changes:

The SHINE SA Curriculum resource supports educators to encourage their students to ask questions, develop confidence in their capacity to share their perspectives and to advocate for their needs. The analysis of student experiences and perceptions in this Student Snapshot Report provides valuable insight into the topics and skills requiring further attention and explicit teaching. It also informs ongoing quality improvement and future refinement of curriculum resource design.

47% of students indicated that no change was needed to improve the SHINE SA lessons and provided clear commentary on what they would like to learn more about. With over 3500 individual comments, ideas were categorised under key headings including communication, consent, peer pressure, pregnancy, puberty, gender and sexual diversity, sex, media, STIs and help seeking.

Example comments include:

Everything in more depth especially sex.

- Year 7 student

Actual sex and what it is and other related things like what to expect. - Year 8 student

Self-pleasure and pleasure with a partner.

- Year 10 student

LGBTQIA+ and human rights, how to recognise abuse that is more I guess subtle.

- Year 7 student

More about LGBTQIA+. especially how to be safe. - Year 9 student

About more what happens during puberty for all genders. - Year 7 student

I personally would like to learn more about Periods and Endometriosis so I can help people that experience it. - Year 8 student

My rights relating to pregnancy and pregnancy termination. - Year 10 student

I would like to learn more about how to put yourself first when you are put into difficult or uncomfortable situations.

- Year 8 student

I want to learn more about relationships and sexual health, such as navigating breakups, consent, and relationships. - Year 10 student

Learn more about? About men's physical and sexual abuse and mental health for men.

- Year 10 student

How to communicate properly and learn how to tell my partners if I wasn't ready for what they might be ready for.

- Year 8 student

How we are supposed to talk to our parents about having sex especially if they are on the stricter side. - Year 9 student

SHINE SA deeply values student engagement, feedback and critical reflection as a cornerstone of our curriculum development and learning.

Students want open conversations about sex and pleasure. They want to advocate for the respect and safety of the LGBTQIA+ community, and to learn and practise specific skills for communicating with others about what they want and need in relationships. These findings demonstrate the capacity of students to analyse their own learning and to consider what new knowledge or skills they may need to successfully navigate some of the challenges they face in relationships and personal development, both at and outside of school.

Access to SHINE SA lessons provides opportunity for the conversations that students want to have about relationships and sexuality. In listening and responding to the voice of our young people and evolving to meet their unique needs, we can continue to provide educational materials and learning to support their sexual health and wellbeing.

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From the course, I have been able to dive deeper into a lot of topics that aren't usually talked about. From this I'm able to gain insight on many things that I'm unknowledgeable about. This could include, identifying when there's a toxic relationship or how to find help online if you are uncomfortable with in-person services. Furthermore, topics such as gender diversity or stepping out allows me to view the world from other's perspectives and learn how to be mindful when I'm around others. Knowing information like this will help me work towards keeping myself healthy and the others around me healthy too.

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