

Supporting inclusiveness and diversity in relation to gender and sexuality – across Health Education and Physical Education

Unit 1: Culture, gender and sexuality

Investigating how various aspects of culture influence our ideas and practices around sexuality and gender identity. Identifying what gets in the way of well-being in gender and sexuality related situations.

Exploring what social justice means when talking about inclusiveness and diversity and what people can do to live in a more just society when it comes to sexuality and gender issues.

Selected contexts could include a relevant combination of youth culture, media culture, sport culture, workplace culture, ethnic-based culture, nation based cultures, religion, family culture etc.

Assessment with Health Education AS91239 (2.5) Analyse issues related to sexuality and gender to develop strategies for addressing the issues (noting that later units may also provide additional evidence for assessment purposes)

Unit 2: Gender, sexuality and sport (or other event)

Investigate the way a sporting event, physical activity, or festival is significant for each or for self, others and society and in relation to gender and/or sexuality.

Think for examplein a male dominated sport, do all males have equal opportunity to access this sport? How helpful are gay sports events for promoting inclusiveness of sexual diversity?

Selected contexts could include a male dominated sporting event, differentiated/ inequitable considerations for an event with male and female participants, events or festivals that deliberately aim to be inclusive of diversity.

Assessment with Physical Education AS91331 (2.5) Examine the significance for self, others and society of a sporting event, a physical activity, or a festival.

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Possible teaching and learning programme to be assessed by a combination of Health Education and Physical Education AS

Unit 3: Bullying, harassment and discrimination involving sexuality and gender situations

Investigating the way power imbalances in relationships, resulting from different values and beliefs about sexuality and gender differences, result in bullying, harassment and discrimination.

Revisiting social justice and looking at the way laws and policies promote inclusiveness and support diversity and well-being in gender and sexuality related situations.

Assessment with Health Education 2.4 AS91238 (2.4) Analyse an interpersonal issue(s) that places personal safety at risk (noting that this is an external assessment and suggested also for course endorsement purposes)

Unit 4: Taking action to promote social justice

In negotiation with the class, select an aspect of practice within the school community that has relevance for sexuality or gender. The context for this standard can be derived from one of the units in the programme.

Collect evidence to clearly identify what the issue is and what needs to change, identify an overall health promotion goal, develop an action plan to meet this goal, implement the plan and evaluate the process and outcome.

Assessment with Health Education AS91237 (2.3) Take action to enhance an aspect of people's well-being within the school or wider community.

The context selection process described in [Health Education Snapshot 1](#) is used to identify specific contexts for learning within each of these units.