‘Human sexuality is a fundamental dimension of the human person. It is part of the physical, moral, psychological and spiritual realities of life. Sexuality is an integral part of God’s gift to humanity, a lens through which we relate to others and reveal God’s love to the world. (Taken from Made in the Image of God Human Sexuality Program for SA Catholic Schools 2007)

Continuing the Journey - Personal Development Education Programme for Catholic Education - Diocese of Rockhampton (2001) provides principles and resources that are linked to curriculum areas. It places teaching about sexuality into the broader contexts of curriculum, society and church. Appendix 1 - Handling Controversial Issues in the Classroom provides guidelines for selecting and using resources and external service providers.

There is some evidence that problem sexual behaviour, within school settings, has increased, especially amongst young children. There is also evidence to suggest that many schools find this issue challenging to manage and to respond to appropriately.

Taking into consideration the importance of children and young people’s sexuality, some of the problem sexual behaviour identified in schools today requires a considered and responsive approach and one which calls for the application of appropriate information and knowledge.

One resource which may assist schools is the Traffic Lights Model which is a research based resource developed by True. It is one model that presents a framework that attempts to describe what is known as ‘normal’ and ‘concerning’ sexual behaviours in children and young people 0 – 18 years of age. It gives some ideas and strategies on how to identify and assess this behaviour.

True also publish the resource Everyone’s got a bottom, an early years literature resource. It is a tool for parents and carers to gently start a conversation with children about self protection. It “is a story about children keeping safe, in a style that is fun, positive and protective.” (True 2007). It is a valuable resource within a child safety curriculum or utilized during a teachable moment.

It is important to note that the Catholic Church has valid reservations about the position True takes, and the literature it produces, in other areas, such as contraception and abortion.

However, these two resources, The Traffic Lights Model and Everyone’s got a bottom are useful resources when teaching child safety when implementing Catholic Education’s Personal Development Education Program (2001), approved by the Diocesan Education Council, as well the teaching of a child safety curriculum.

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