



Examples of concerning materials and teachings in CAPS 2020 Life Orientation curriculum

Grade 4 SLP – Integration with UNESCO sex-ed and claim of “collaborative and consultative process” for curriculum changes

Foreword

Since 2000, the Department of Basic Education (DBE) has been offering HIV prevention and Sexuality Education (SE) through the Life Orientation (LO) curriculum, HIV and AIDS Life Skills Education Programme and co-curriculum activities. However, the high rates of learner pregnancy and HIV infection indicate that there has been no change in the behaviour of learners and many educators feel uncomfortable teaching sexuality education.



In 2011, the DBE initiated a process to strengthen its SE programme. One of the key steps was a review of the LO curriculum against International Technical Guidance on Sexuality Education (ITGSE); an evidence-informed approach for schools, teachers and health educators (ITGSE, 2009) from the United Nations Educational, Scientific and Cultural Organisation (UNESCO), as well as a meta-analysis of characteristics of effective sexuality education programmes internationally.

who were cons

The DBE has developed Scripted Lessons Plans (SLPs) for Grades 4 to 12 through a collaborative and consultative process, including a writing team of curriculum and sexuality education experts, as well as a review team from the DBE and provincial structures.

who did they collaborate

Grade 4 SLP – South African CAPS CSE Curriculum development foreign-funded by USAID

The DBE strongly advocates abstinence among young people. As the first defence against teenage pregnancies and sexually transmitted diseases, learners are encouraged to delay engaging in sexual activities. In addition, the Basic Education Sector is committed towards contributing to the prevention and management of HIV, sexually transmitted illnesses (STIs), and Tuberculosis (TB) by ensuring that learners, educators, officials and parents are informed and equipped to decrease risky sexual behaviour and gender-based violence (GBV) among young people.

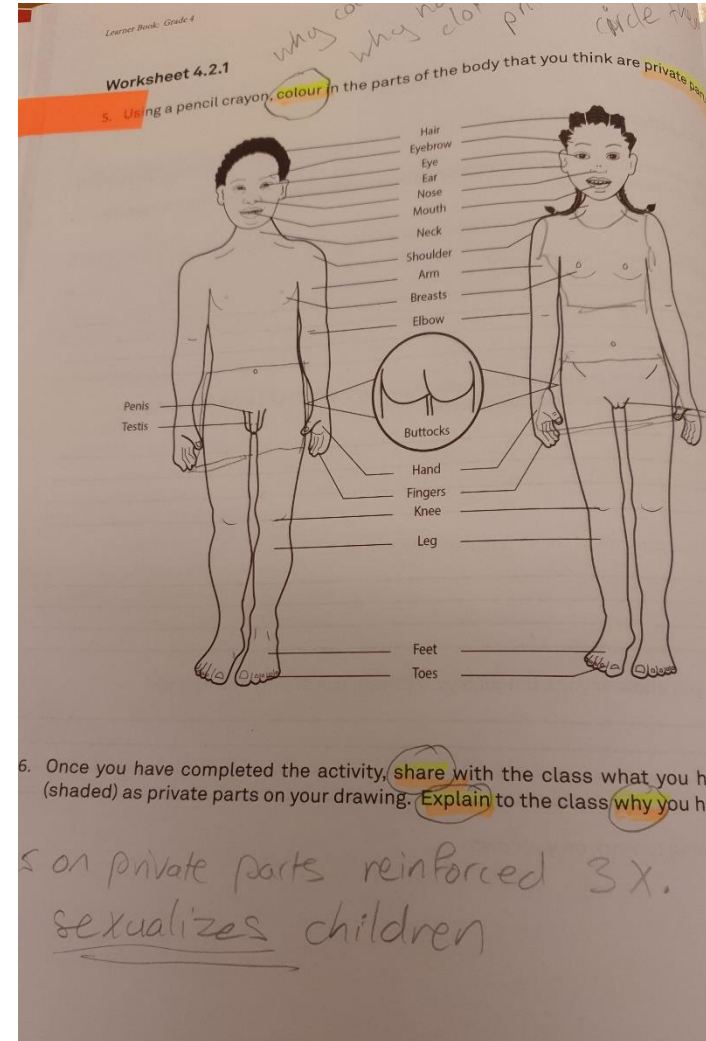
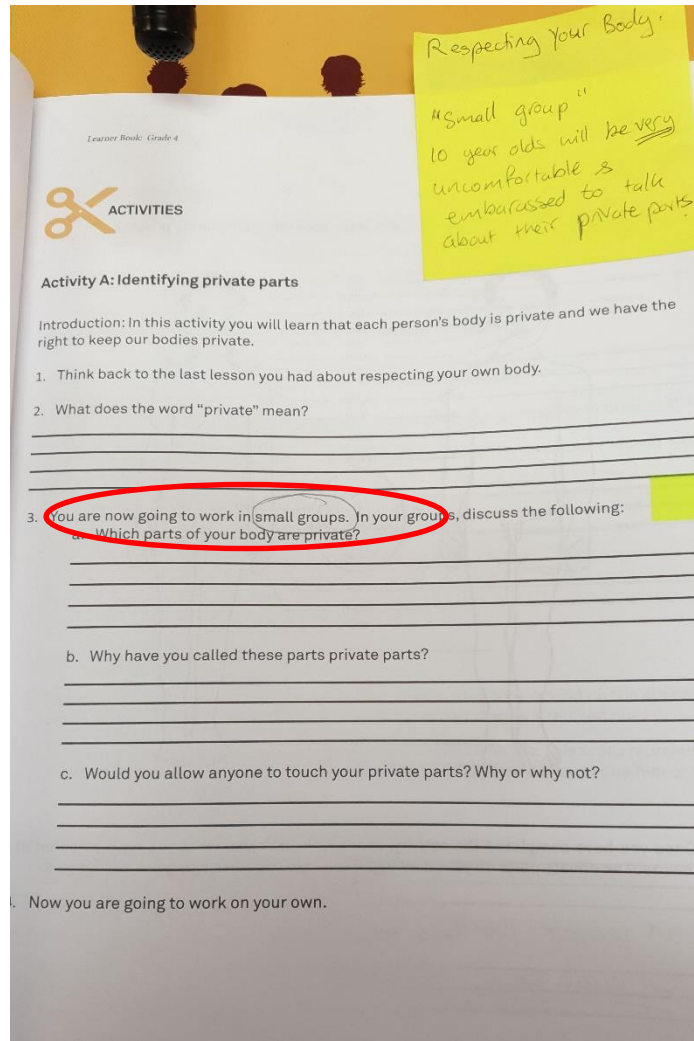
The DBE is grateful to the **United States Agency for International Development (USAID)** for providing the financial support that made the development of this guide and the related SLPs possible.



MRS A M MOTSHEKGA, MP
MINISTER: DEPARTMENT OF BASIC EDUCATION

DATE: MAY 2019

Grade 4 SLP – inappropriate group discussion about “private parts” and identification chart



Grade 4 SLP – lesbian “same sex” relationship homework scenario

Learner Book: Grade 4

HOMEWORK

Read the following story and then answer the questions that follow.

Sindi and Paula have recently become friends. They both like to play netball and they both love animals. They play together during break and Paula only sits a few rows away from Sindi in the class. Sindi likes her new friend, but sometimes things get too much for her. Paula wants to do everything with her. When she opens her lunchbox, Paula's head is right inside the lunchbox to see what Sindi's mum has packed for lunch. She has her own lunch, but it seems she cannot help herself. When they walk around the school, Paula hooks her arm into Sindi's arm and occasionally grabs her to give her a hug. Sindi doesn't mind, but would be nice to get a warning sometimes. Her worst is when they go to the toilet. Paula wants to go into the same cubicle that Sindi goes into. Sindi tries to stop her, but before she can say "No", Paula is in there with her, with the door locked. It's all getting too much. Something has to be done.

Learner Book: Grade 4

5. What can we learn



ASSESS

Test your

Answer the

1. Comp

2. In y

3. Wh

Grade 5 SLP – Homosexual sexual assault story

Activity B: Scenario – Max's story

Introduction: This activity deals with identifying sexual violence at school and you will talk about situations that are potentially risky for you in your everyday lives.



Reading

1. Read the following scenarios and then answer the questions that follow:

READING 5.6.1: The story of Max

School is supposed to be a place where you feel safe. And usually it is. But everything changed for Max on this Friday morning in September. Max had been ignoring the catcalls from Bruno and his friends for a while now. He thought that if he ignored Bruno, Bruno would stop. This Friday morning, he was walking behind the school on his way to the classroom, when he was cornered by Bruno and his friends.


Max could feel his heart beating in his throat. "What do you want?" he asked and tried to push his way through the crowd of boys. They pulled him back and Bruno answered, "I want you." Bruno grabbed Max by the neck and pushed him against the wall. The other boys went around the corner to warn if anyone was coming. One of the boys was filming a video on his phone. First Bruno touched Max's buttocks. "Stop!" Max tried to scream but Bruno put his hand over Max's mouth. "Touch me here... and here!" whispered Bruno and grabbed Max's hand and put it on his private parts. Max tried to pull away. Bruno let him go. Max felt sick to his stomach. He went straight to his teacher. He had to report what had happened.



2. Have a class discussion about the facts presented in the story.

3. Discuss the following questions:

Grade 5 SLP – Inappropriate detail of an attempt to seduce an 11 year old girl

 Reading

Reading 5.2B.1 Sandra's story

Sandra's story

Sandra's body has been changing. She has learnt all about it at school. Her teacher has told her about puberty, so she is expecting these changes. She has suddenly been getting attention from boys – they tell her how pretty she is. She has to admit that it's flattering to get so many compliments.

Sandra visits her best friend Jane all the time. Jane has an older brother Robert, who is 18. He is often home when Sandra comes to visit Jane. Sandra and Jane are both 11. Jane has not developed as much as Sandra has. Sandra's breasts have grown, and her hips are quite curvy. When she wears dresses, she looks very grown up; she likes the way her dresses fit her now. She has noticed lately that Robert looks at her differently. She has always seen him as a "big brother".

Recently when she came to visit, Jane was not at home. Robert said that she could wait for Jane, who wouldn't be long. He told her that she looked pretty. She could feel her cheeks getting red with embarrassment. She was sitting on the couch when Robert entered the room. She could tell he had something on his mind. Something wasn't right.

He came to sit next to her. He had sat next to her many times before, but today felt different. He reached over and put his hand on her leg. "What are you doing?" she asked. "Relax," he said. "Just having some fun". She didn't understand what Robert was doing. This didn't feel right. She didn't want this. "No, Robert!" she cried. Robert leaned in and kissed her on her neck, he rubbed his hand up her leg. She pulled away and said, "No, I don't want to". "Relax and I'll show you a good time," he replied. "Robert, I don't think you're hearing me," she said. "I said, no, don't touch me. This is my body and I DON'T WANT to be touched. I want you to stop right now or I'll scream." "Okay, okay big baby," Robert said and let her go.

Sandra could not believe what had just happened. Was it something she had said or done? She was completely uncomfortable with what had happened and decided to go home. She just didn't feel safe.

Sexuality Education in Life Skills
Scripted Lesson 10

Grade 5 Teacher's manual – Example normalizing same sex lesbian relationship.

BARGA

- L
- I
- V

what he is doing.

benefit.

Example

You overhear your cousin tell your sister that she likes another girl and would like to be in a relationship with her. Your sister doesn't know what advice to give her. You tell your sister to convince your cousin that she is too young to be in a relationship. What she should rather focus on, is building a good friendship and getting to know the other person, finding interests in common, things to talk about and so on. There is still lots of time for her to develop intimate relationships.

3. Refer learners to the picture frames in their workbooks.

Grade 6 SLP – Peer pressure lesson scenario – sharing topless photos on WhatsApp

Scenario 4

We have a Grade 6 WhatsApp group chat. One of the boys in the group shared a picture of a topless girl. Now all the boys in the group are talking about it and are really excited. Some of the girls in the group are considering sending a topless picture into the group to get the boys' attention.

Scenario 5:

Grade 7 SLP – value-based statement on masturbation

READING 2: SOME ANSWERS

MASTURBATION is normal and will not hurt you. Many boys and girls masturbate. Deciding to become sexually active, however, can be very confusing. On one hand, you hear so many warnings and dangers about having sex. On the other hand, movies, TV, magazines and even the lyrics in songs all seem to be telling you that having sex is okay.

The fact is, sex is a part of life and like many parts of life, and it can be good or bad. It all depends on you and the choices you make. Take dating for example: if you and a friend feel ready to start dating and it is okay with your parents that is fine. You may find yourself in a more serious relationship. But if one of you wants to stop dating, try not to hurt the other person's feelings; just be honest with each other. After a breakup both partners may be sad or angry, but carrying on with normal activities and talking it over with an adult that you trust is usually helpful.

Getting close to someone you like is okay too. Holding hands, hugging and kissing may happen, but they do not have to lead to having sex. Deciding whether to have sex is one of the most important decisions you will ever make. Why not take your time and think it through? It can help to talk to your parents or someone you trust. Waiting to have sex until you are older, in a serious relationship and able to accept responsibilities that come along with it, is a great idea. And you can avoid becoming pregnant, getting someone pregnant or getting a deadly disease. The

Grade 8 SLP – Definitions separate “Gender identity” from biological sex

Bisexual: attracted to both men and women

Blood transfusion: transfer of blood from a donor to a recipient

Discrimination: the acting out of unjust or unfair treatment of different categories of people, especially on the grounds of race, gender or religion

Emotional scars: the lasting effect of grief, fear, or other emotion left on a person's character by an unpleasant experience

Gay: describes a man who is sexually and emotionally attracted to other men (also called homosexual)

Gender: the economic, social and cultural attributes associated with being male or female; it may also refer to a person's biological, social, or legal status as male or female

Gender identity: a person's private sense, and their own experience, of their gender; Most people develop a gender identity that corresponds to their biological sex, but some do not

Gender stereotypes: generalisations about gender characteristics, differences, and roles of individuals and/or groups

Gender-based violence: any acts of violence that result in, or are likely to result in, physical, sexual or psychological harm, coercion or suffering of girls or women; occurring in public or private life

Goal: identifying what you want to accomplish, having a plan to achieve this and how and when you will carry out your plan

Goal attainment: the achievement of your goals

Harmful gender messages: messages about the distinct roles and behaviours of men and women that are harmful and have harmful consequences; See unhealthy gender roles

Grade 8 SLP – Definitions of “reproductive health” mentions “unsafe abortion and post-abortion care”

Prevention of STIs: process of eliminating the risk of contracting STIs

Refusal skills: set of skills designed to help children say no to harmful situations and to avoid participating in high-risk behaviours

Rights and responsibilities: rights are the basic prescribed rules about what is allowed of people or owed to people; Your rights are balanced by your responsibilities towards others

Risk: the possibility that something bad may happen

Role play: a learning technique in which members play characters in a particular dramatic situation

Self-concept formation: how you see yourself and what you feel about yourself

Self-esteem: self-respect and confidence in your abilities

Self-image: describing yourself and how you feel about yourself

Self-motivation: believing in your abilities and being inspired to do things that interest you without giving up or needing encouragement from others

Sensuality: refers to the fulfilment of the senses or bodily appetites, and sometimes describes expression of physical or sexual pleasure

Sex: refers to biological characteristics that define humans generally as female or male; In ordinary language the word is often interpreted as referring to sexual activity

Sexual and reproductive health services: defined as the methods, techniques and services that contribute to sexual and reproductive health and well-being through preventing and solving reproductive health problems; This includes services for family planning; prevention of unsafe abortion and post-abortion care; diagnosis and treatment of sexually transmitted infections, including HIV infection, reproductive tract infections, cervical cancer; and the promotion of sexual health, including sexuality counselling

Sexual behaviour: sexual actions or activities

Grade 8 Teacher guide – “Describe what happens during vaginal, oral and anal intercourse”

	<ul style="list-style-type: none">• Challenge inequitable gender norms in a safe way• Identify human rights and South African laws and policies that protect gender equality		
8.3 Making healthy sexual choices and knowing your limits	<ul style="list-style-type: none">• Describe what happens during vaginal, oral and anal intercourse• Describe how human fertilisation and pregnancy occur• Briefly summarise what happens to the foetus and the mother during the three trimesters of pregnancy• Describe the likelihood of pregnancy if having unprotected sex	1 hr	1
	<ul style="list-style-type: none">• Identify the names of common STIs,	1 hr	

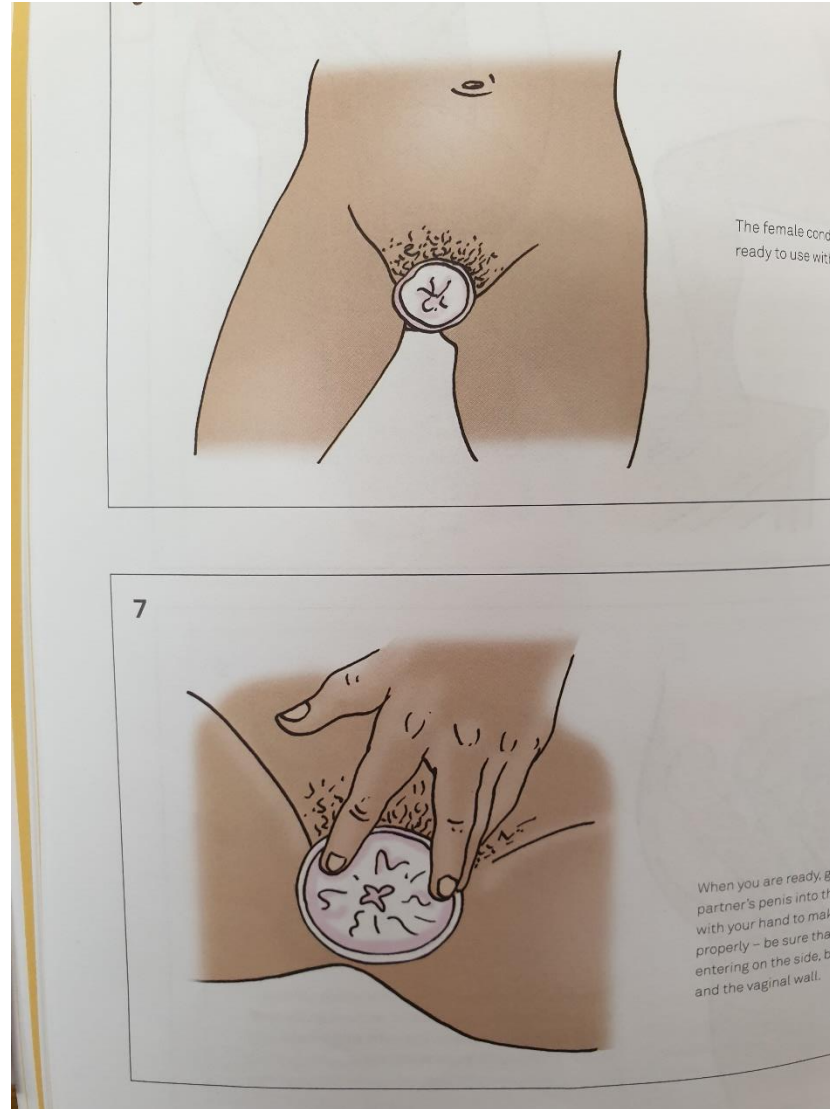
Grade 8 Teacher guide – Parents have “prejudices” so a “separate outreach... [is] planned as part of the roll-out of the CSE SLPs”

What your learners
written work.

4. PARENTAL INVOLVEMENT AND CONSENT

In the context of learning about the effects of HIV and AIDS and other STIs, it is necessary to consider that many homes may have no parents and that child-headed- homes are a reality in many of our communities. The household situation of each learner is an important consideration when planning to teach CSE. Some activities require that learners engage with their siblings and / or parents at home. Many parents may have their own views or prejudices about their children dealing with some of the content in the SLPs. For this reason, the SLPs have been linked, very clearly, to the content of the Life Orientation CAPS. A separate outreach to parents and other communities has been planned as part of the roll-out of the CSE SLPs. The school management team (SMT) play a crucial role in sharing what the SLPs are about and their purpose within the Grade 7, 8 and 9 CAPS. Use the six core messages to share with parents about what learners will learn in the comprehensive sexuality education SLPs. The POE will demonstrate to parents how well their children are coping with understanding and expressing on their own sexuality. All educators and learners should treat discussions as confidential. If points are shared beyond the classroom, it should be with permission, and without disclosing who said what. The exception to this is when a learner may be in danger, and the best interest of the child requires action.

Grade 9 SLP – graphic image of female contraception



Grade 9 SLP – Involvement in group role play is compulsory for encouraging condom use

have sex without a condom. This can expose you to HIV and other sexually transmitted infections (STIs) and pregnancy.

2. The things these people say to persuade or pressure others into sex can be called “pressure lines”.
3. Share with the class pressure lines that you have heard or that your peers – friends, siblings, cousins, etc. – have heard.


A.4 Learner role play

1. In this activity you will have time to practise refusal skills in your small groups.
2. The script for the role play is not complete. Complete the missing dialogue in your script. Use the pressure lines that the class reviewed earlier in the session as the basis for the dialogue you will write.
3. Ensure that, in the way you choose to complete the dialogue, the character being pressured to have sex without protection will assertively refuse, while still maintaining a positive relationship with the other person.
4. Each person in your small group will take a turn performing a part in one of two role plays and also take a turn being an observer. It is not sufficient to simply write the script; you must also perform one

Grade 10 SLP – Definitions are heavily laden with liberal sexual ideology


		of girls and women. This is reinforced by the media.
6. Power relations		f. Socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men
7. Types of power in relationships		g. Families, schools and society- including the media -, teach us from birth to death how we are expected to behave and what we are expected to do, depending on whether we are boys or girls, or men or women. Some people, who do not meet these expectations, may identify themselves as LGBTQIA, and they are often stigmatised.
8. Sex		h. Generalised statements and ideas about roles and responsibilities for girls and boys, and women and men. Some generalisations cause hurt and harm.
9. Gender		i. Who we are emotionally, romantically and sexually attracted to.
10. Sexual orientation		j. We are born either male or female or intersex (with both male and female sex organs). This is our biology. Some of us are born male and identify as girls, and vice versa. They are transgender.
11. Stereotypes		k. The control that one person or people have over others can be physical, psychological, emotional, sexual, due to social status, financial/economic, to mention a few.
12. Stereotypical views of gender roles and responsibilities		l. When we treat people fairly and equally, regardless of whether they are a girl or a boy, or a woman or a man, or a transgender person.

Grade 10 SLP – Role of biological sex and the normalcy of heterosexual sex minimized



The illustration shows six silhouettes of people of various ages and genders. Above them are icons representing traditional gender roles: a broom, a laptop, a frying pan, a flower, a book, and a soccer ball. The silhouettes are colored in a gradient from purple to yellow.

Gender: After birth, our gender is determined by how families and society teach us to behave based on whether we are born male or female. Gender socialisation deals with expectations and roles and responsibilities we are taught. Boys and girls are usually socialised differently, which leads to expectations and pressures placed on them about their masculinity or femininity.



The illustration shows three pairs of silhouettes representing different sexual orientations: a man and a woman holding hands, a man and a man standing close, and a woman and a woman standing close. The silhouettes are colored in a gradient from purple to yellow.

Sexual orientation: Who we are attracted to romantically and sexually. For example, if you are attracted to the opposite sex only, you are heterosexual. If you are only attracted to people of the same sex as you, then your sexual orientation is gay (men) and lesbian (women). Bisexual is when you are attracted to both sexes

28 | Sexuality Education in Life Orientation: Scripted Lesson Plans

Grade 10 SLP – Learners encouraged to engage in Sex & Reproductive Health (SRH) social justice activism

d. What are the links between social and environmental justice?

Why are all these issues related & conflated?

e. How do social and environmental justice relate to SRH? Use the illustration above to help you come up with ideas.

f. Name one organisation you know that is fighting for social justice and/or environmental justice in your community. What type of changes does the organisation want? How effective have their campaigns and other activities been in increasing awareness and taking action to combat social or environmental injustice? Have you been involved in any campaigns? If so, what role have you played? If not, how could you become involved as an active citizen?

Sexuality Education in Life Orientation: Scripted Lesson Plans | 47

Grade 11 Teacher guide – highly value laden notes for teaching on “sexual behaviour”



RESOURCES

EDUCATOR READING 11.4.1: Sexual behaviour²²

This reading is provided to assist you as the educator to become more comfortable with teaching and facilitating discussions with Grade 11 learners. In your classroom, it is important to focus on more than the risks and potentially harmful consequences of sex. Your learners grow up receiving conflicting and confusing messages about sex – they hear that sex is wrong, but at the same time physical feelings happen anyway. They need to understand their bodily responses are ‘normal’. The information they receive must be clear.

Sex is fundamentally about pleasure, yet this aspect is often controversial for SE teaching. Many people do not understand the human sexual response and pleasure. For instance, young people – and even adults – wonder if women have orgasms, whether it is okay to masturbate, how to give pleasure to their partner, or how to know if their partner has had an orgasm. While it may not seem like the school's role to teach all of this, helping young people to understand basic information about what is happening to their bodies is necessary for them to be able to protect themselves. Addressing these types of questions will help your learners to understand their own bodies, think ahead, make better decisions, and ease communication with partners about their sexual desires and interests.

Masturbation is included in this lesson. Questions may arise and notes are included in the learner book explaining about masturbation being a natural response to a sexual urge. You should be aware that it is one of the most common, if not the most common, of all human sexual behaviours, yet it is surrounded by misinformation and taboo. Many teenagers, girls as well as boys, will begin to masturbate during adolescence but may feel confused about it because of negative and threatening messages they have received. Such messages do not generally stop masturbation, but they cause anxiety about it. It should be made clear that despite controversy, masturbation is in no way harmful. In the age of HIV/AIDS, it is actually a safe alternative to unprotected sexual intercourse. It also provides a means for people to get to know their bodies in a safe way. This helps people to communicate about sex without shame, and can increase the likelihood that both partners will enjoy their sexual lives when they are ready.

When teaching the content of this lesson, keep in mind that some learners may have experienced sexual

²² Adapted from “Session 16: Masturbation and Other Sexual Behaviors,” *Our Whole Lives: Sexuality Education for Grades 7–9*, by Pamela M. Wilson. Boston: Unitarian Universalist Association, 1999. Reprinted by permission of the Unitarian Universalist Association. www.uua.org

Grade 11 Teacher guide – it is critical to teach that sexual orientation is NOT a choice

The lesson focuses on responsible and protective decision-making in regard to sexuality and lifestyle choices, so that learners can try their best to fulfil their personal potential. The story scenarios implicitly highlight and acknowledge how learners, as adolescents, have to cope with change. It focuses on the importance of making decisions regarding sex before it happens spontaneously, and the importance of effective communication about sex. The lesson stresses the importance of having friends who share common values, rather than friends who exert negative peer pressure.


It is critical that you make it clear throughout the class discussions that everyone has the right to their own sexual orientation. Sexual orientation is not a decision or choice that one makes. One makes choices and decisions about sex.

I want

Learners will begin the lesson by deepening their understanding of different styles of communication; for example passive, assertive and aggressive communication. They will examine the differences between these styles of communication. They will come to see the benefits of using assertive communication in different situations. Learners will be introduced to a tool on how to communicate assertively and will put it into practice by applying it

Grade 11 Teacher guide – transgender cross-dressing and homosexual pedophile examples

Educator Guide



A line drawing of a person with short hair, wearing a long-sleeved shirt, sitting on the floor with their head buried in their hands, appearing distressed. They are in front of a door with a male restroom symbol (a stick figure) on it.


Scenario 4

A listener calls in to say, "I'm 23 years old and I identify as being a woman. I have a man's body physically. I'm what is called transgender. Since as long as I can remember, I have wanted to wear girls' and women's clothes and to hang out and play with girls. I can't afford to have a sex change but it is my dream. I'm sexually attracted to men. At work, I have to dress like a man and use the men's toilet. Sometimes guys follow me in and mock me about being in the wrong toilet, or they ask, "Do you stand or sit when you go?" My work future looks bleak because management won't give me a position where I meet clients directly. To cope with the stress, I turn to drugs. On some days I wake up just wanting to be dead."

NOTE TO THE EDUCATOR

This person is experiencing both sexual harassment in the workplace, and also bullying because of her gender identity. She feels forced to act against her gender identity, and may be unsafe in her work environment. The learners should be respectful of her gender identity in this role play, and respect that she needs to be seen and treated as a woman.

Advice to the caller should include: seeking support from services for LGBTQIA people, as well as suggested steps she can take in her place of work to address bullying, and safe access to the toilet.



A line drawing of a person lying on the floor, looking up in distress. Another person is standing over them, leaning over and touching them. In the background, there is a doorway with a male restroom symbol (a stick figure) on the wall.

Scenario 5

A boy calls in. He says it's really hard for him to talk about it, but he needs to get advice. he's really scared. He says, "Since as long as I can remember, my uncle who lives with us has come into my bed every so often at night. He started off by touching me all over and telling me to touch him. More recently, he forces me to hold his penis and puts his hand over mine until he has ejaculated. He says he will kill me if I ever tell anyone. But it is getting worse. Last night he tried to force his penis into my bum. I managed to escape out of the window and I spent the night behind the outside toilet. What can I do? Where should I go? My mother must be very worried about me because I'm not at home and it is night-time now."

150 Sexuality Education

Grade 11 SLP – clear ideological bias - 4 of 5 “heroes and role models” have HIV and 3 of 5 are LGBT

READING 11.6.2: Heroes today, role models tomorrow!

Introduction: Read the following text on five South Africans who have the characteristics of role models. Then complete the table in **Worksheet 11.6.2**.

What they do/ have done

Thabang Sefatsa is one of the more recent SA celebrities to disclose his HIV status. The former footballer also revealed that the reason why players do not disclose their status is because they are afraid of stigma.¹⁰

Former president Nelson Mandela hailed **Judge Edwin Cameron** as “one of South Africa’s new heroes”. This Constitutional Court of South Africa judge has been living with HIV since the 1980s. He is on ARV treatment, which has helped keep him healthy for many years. The celebrated judge who has won many awards has been described as “the greatest legal mind of his generation” and “in a league of his own.” He publically talks about being gay, and wrote a book called ‘Witness to AIDS’ about his own life, and the challenges of discovering and dealing with his HIV status.¹¹

This gospel singer, **Musa ‘Queen’ Njoko**, has been living with HIV/AIDS for 21 years. She was only 22 when she was diagnosed and at the time, there was no treatment available in South Africa. Njoko has since become one of the most prominent voices fighting HIV/AIDS.¹²

Zackie Achmat is the co-founder of the Treatment Action Campaign (TAC) and was a pivotal figure in the fight for access to treatment for HIV and AIDS in South Africa during Thabo Mbeki’s presidency. Before starting TAC, he was the director of the AIDS Law Project at the University of the Witwatersrand. In addition, he co-founded the National Coalition for Gay and Lesbian Equality which worked to ensure protection for gays and lesbians in the Constitution, and the Social Justice Coalition, which fights to promote rights defined by our Constitution, particularly among poor and unemployed people. The activist and filmmaker has been living with HIV since 1990 and famously refused treatment until it was accessible to everyone in South Africa. We will return to the work of his campaign in grade 12.¹³

Caster Semenya is a South African middle-distance runner and 2017 Olympic gold medallist. She won the women’s 800 metres at the 2009 World Championships with a time of 1:55.45 and at the 2017 World Championships in her new personal best, 1:55.16. She also won silver medals at the 2011 World Championships and the 2012 Summer Olympics, both in the 800 metres. She challenged winner of the gold medal in the 800 metre event at the 2016 Summer Olympics. She challenged gender bias because she was born as an intersex person and has had to challenge her right to run as a woman athlete.¹⁴



FOR SA Contact details



*Protecting and promoting
freedom of religion in South Africa!*

Contact Us

+27 (21) 556 5502 

info@forsa.org.za 

FreedomOfReligionSA 

www.forsa.org.za 

Freedom of Religion SA NPC | 2014/099286/08