

**EARLY GRADE SCRIPTED LESSON PLANS (SLPS): RESPONDING
TO THE INTERNATIONAL TECHNICAL GUIDANCE FOR SEXUALITY
EDUCATION (ITGSE)**

by

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DECLARATION

I hereby declare that the study on *Early Grade Scripted Lesson Plans (SLPs): responding to the International Technical Guidance for Sexuality Education (ITGSE)* represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I declare that this is the first time I have submitted this thesis to the Department of Early Childhood Education, Faculty of Education, University of Pretoria, for the degree of Philosophiae Doctor and that I have not previously submitted it for a degree at any other university.

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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

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ETHICS STATEMENT

Jennifer Kinnear has obtained, for the research described in this work, the applicable research ethics approval. I declare that I have observed the ethical standards required in terms of the University of Pretoria's '*Code of ethics for researchers and the Policy guidelines for responsible research*'.

Signature: 

Date: 3 Dec 2021

DEDICATION

To every child

who may have been silenced by a harmful touch, a violent act or may have faced
wrenching abuse or sexual risk

May you find your voice through the teaching and learning in every classroom you
enter

May your learning time be spent in the safe place created by the teachers who
purposefully and confidently teach Comprehensive Sexuality Education, aimed at
changing behaviours, values and attitudes and encouraging you to make healthy
choices

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ABSTRACT

This study proposed a process that would serve as a model for developing Comprehensive Sexuality Education (CSE) Scripted Lesson Plans (SLPs) for integrating Sexuality Education into the curriculum that would be contextual, structured, and focused, on supporting classroom teaching to respond to policy health goals. The proposed process would be beneficial to South Africa and any other country within Sub-Saharan Africa (UNESCO, 2018; UNFPA, 2015), wanting to include Sexuality Education in the curriculum.

CSE is described as a curriculum-based process of teaching and learning that includes a focus on the emotional, cognitive, physical, and social dimensions or aspects of sexuality (UNESCO, 2018). CSE is an instruction method that aims to give students the knowledge, attitudes, skills, and values to make appropriate and healthy choices in their sexual lives (Kirby, 2011). The International Technical Guidance on Sexuality Education (UNESCO, 2018) provides guidance on key Sexuality Education concepts that are age-appropriate, scientific, and culturally relevant, which suggest what conceptual progression should be learnt and taught from ages 5 to 18. Curricula that are aligned to the ITGSE provide the opportunity for classroom teaching to address issues that impact on the sexual and reproductive health of learners as early as the Foundation Phase.

In South Africa, research findings reported that young people continue to report high-risk sexual behaviour despite receiving knowledge about sexual health risks (Wood & Rolleri, 2014; Reddy, Sandfort & Rispel, 2009), which increases the need for CSE to be included within the curriculum as early as the foundation phase. Kirby (2011) reported on the gaps in Sexuality Education content knowledge in the foundation phase. Unless the Curriculum and Assessment Policy Statement (CAPS) for Life-Skills purposefully teaches and assesses the learning of CSE content in the foundation phase, young people will exit the system in later grades without the necessary CSE knowledge, skills, attitudes, and behaviours to cope in their own social and school contexts (Francis, 2012; Mukoma, 2009). The researcher proposed that scripting of Sexuality Education content and teacher methodology and assessment, amongst others, would support the inclusion of Sexuality Education in CAPS.

Key words: Scripted Lesson Plans, ITGSE, BDI model, policy alignment early grades

LANGUAGE EDITOR



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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ATP	Annual Teaching Plan
BDI	Behaviours Determinants Intervention
CAPS	Curriculum and Assessment Policy Statement
CSE	Comprehensive Sexuality Education
DBE	Department of Basic Education
ESA	Eastern and Southern Africa
FP	Foundation Phase
HIV	Human Immunodeficiency Virus
ITGSE	International Technical Guidance for Sexuality education
NEEDU	National Education Evaluation Development Unit
NEPA	National Education policy Act
OECD	Organisation for Economic Co-operation and Development
PDoE	Provincial Department of Education
SDG	Sustainable Development Goals
SE	Sexuality Education
SLP	Scripted Lesson Plan
UN	United Nations
UNESCO	United Nations Education and Scientific Organisation
UNFPA	United Nations Development Fund
WHO	World Health organisation

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Comprehensive Sexuality Education (CSE) is described by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO, 2018) as a curriculum-based teaching and learning process that focuses on the emotional, cognitive, physical, and social dimensions or aspects of sexuality. Kirby (2011) describes CSE as an instructional method that aims to give students the knowledge, attitudes, skills, and values to make appropriate and healthy choices in their sexual lives. CSE has been recognised globally as the key to helping young people assert their sexual and reproductive rights (Vanwesenbeeck, 2020; UNFPA, 2015; World Health Organisation, 2011). In addition, the International Planned Parenthood Federation (IPPF, 2016) and UNESCO (2018) describe CSE as a lifelong process that provides factual information, relevant values, attitudes, and skills that assist towards the appreciation of one's sexuality and guides towards informed and responsible decision-making. Keogh, Stillman, Awusabo-Asare, Sidze *et al.* (2018) propose that school-based CSE can help adolescents achieve their full potential and realise their sexual and reproductive health and rights.

In South Africa, research findings show that young people continue to report high-risk sexual behaviour despite receiving knowledge about sexual health risks (Wood & Roller, 2014; Reddy, Sandfort & Rispel, 2009). IPPF (2018); UNFPA (2015) and Ahmed, Flisher, Mathews, Jansen *et al.* (2009) suggest that learners are directly and indirectly affected by the context in which they live. This impacts their attitudes, values, decisions, behaviours, and self-esteem. Francis (2010) further implies that within the South African Curriculum and Assessment Policy Statement (CAPS) there are broader needs for education around issues of sexuality and relationships and this should allow for flexibility of the Life-Skills/ Life Orientation curriculum statement. Unless the CAPS purposefully teaches and assesses the learning of CSE content as early as the foundation phase grades, young people will exit the system without the necessary CSE knowledge, skills, attitudes, and behaviours to cope in their own social (and school) contexts (Francis, 2012; Ahmed *et al.* 2009).

This study proposed how CSE content can be included within the Life-Skills curriculum in the early grades and how it is aligned to the International Technical Guidance for Sexuality Education (ITGSE) through scripted lesson plans (SLPs). The terms 'aligned' and 'respond to' are used to explain how the content included in the SLPs are aligned to the ITGSE content, and how they respond to prioritised content in the ITGSE for incorporating CSE teaching and learning in the early grades.

The ITGSE provides guidance on how key Sexuality Education concepts are categorised into four different age categories (5-8 years; 9-12 years; 12-15 years; and 15-18+ years), which are intended for learners at primary and secondary school levels (UNESCO, 2018). Learning objectives for each age category are provided with progressive conceptual and age-appropriate development mapped, starting with basic concepts (UNESCO, 2018). The challenge of this to CAPS is that the age alignment is not the same as those in the ITGSE age groupings. The ITGSE age groups are 5-8 years; 9-12 years; 12-15 years and 15-18+ years. The CAPS age groupings are Foundation Phase 6-9 years; Intermediate Phase 10-12 years; Senior Phase 13-17 years; and Further Education and Training 17-19+)

CAPS do not specify nor list the activities to be taught therefore teachers do not have an indication of what to teach across the grade (Venketsamy, 2018; Kirby, 2011). Furthermore, foundation phase teachers are responsible for teaching, learning, and assessment in the classroom but are rarely exposed to how policies, national and international, impact on what they do. CSE is a new domain to many teachers who have not been appropriately trained to teach age-appropriate Sexuality Education content within the Life-Skills CAPS (Venketsamy, 2018; Francis, 2012; Rooth, 2005).

Classroom application of a CSE intervention would only be possible if concept alignment in CAPS with the ITGSE were established. A CSE approach for introducing relevant, age- and grade- appropriate knowledge, skills, values, attitudes, and behaviour awareness in early grades is required (Kirby, 2011). Such an approach created the opportunity for increasing the knowledge base for building good decision-making related to healthy sexuality and reproductive health in learners as early as grades R to 3 (Kirby, 2011; Rooth, 2005). At the same time, the IPPF (2016) report; Helleve, Flisher, Onya and Klepp (2011) concur with Wood, and Rollerli (2014) that most teachers in South Africa are not comfortable with teaching Sexuality Education. Baxen, Wood and Austin (2011) asserted that any CSE intervention would need to

recognise the importance of developing teacher knowledge, comfort, and confidence to teach Sexuality Education. The researcher agreed that CSE could be incorporated into the Life-Skills curriculum if teachers knew what to teach and felt comfortable teaching Sexuality Education content (Kinnear, 2018).

CSE aims to impact and introduce long-term behaviour change and awareness in learners (UNESCO, 2018; UNFPA, 2015; Wood, & Roller (2014). Alongside the CAPS, the DBE National Policy on HIV, STIs and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018) set out the health goals targeted at changing the behaviour of learners and mitigate against the risky behaviour layer during adolescence. These policies' goals are supported by UNESCO (2012) and the UNFPA (2015) aimed at accelerating the implementation of a CSE strategy for addressing increased knowledge, cognitive skills, and information about safer sex and Life-Skills in general (UNESCO, 2018). Increased CSE knowledge and appropriate skills in teachers and learners in the classroom would be facilitated by a defined, structured process for developing SLPs that are aligned to the ITGSE; and demonstrates how policy goals influence classroom practices, namely teaching, learning and assessment.

1.2 RATIONALE FOR THE STUDY

Currently, there is no national process for processing how Sexuality Education can be included within the Life-Skills CAPS for grades R to 3. The researcher was the lead on the curriculum process of developing scripted lesson plans (SLPs) aligned to the Curriculum and Assessment Policy Statement (CAPS) for Life-Skills (grades 4 to 6) and Life Orientation (grades 7 to 12). The researcher supported the Department of Basic Education (DBE) to develop SLPs for grades 4 to 12 as a pilot project. The research base was not written up as part of the development process. These SLPs were finalised and have been implemented in schools since 2015. However, a gap in the system is that there has been no intervention for CSE in the early grades.

In a Masters research study, the researcher focused on whether the foundation phase CAPS Life-Skills could be strengthened to incorporate CSE in the early grades (Kinnear, 2018). The study identified several areas to be strengthened to ensure the effective inclusion of CSE in early grades. A key finding in the study was that teachers felt they would be able to teach Sexuality Education knowledge, skills, values, and

attitudes within CAPS if what needed to be taught was clearly specified and if the links with the policy were spelt out (Kinnear, 2018). The study revealed that teachers felt there was no process to follow to design and develop their own lessons to teach the content within Sexuality Education. If teachers were given the opportunity to develop their own lesson plans, they would be able to include their own contextual realities and learner needs in their teaching.

In response to those findings, this study provided the design and development process for SLPs to provide clear guidance for classroom implementation of CSE within Life-Skills CAPS. It also included how policy coherence to national and international CSE mandates could be achieved through the SLPs. The research was an in-depth study and purposed to provide detail on the planning of classroom implementation from the policy and from the ITGSE. Alongside the planning to be done, is what other support for teachers, like teacher training, resources, the support from management, etc, needs to be in place to implement any CSE intervention successfully.

A review of current literature provided findings and recommendations in support of ensuring an appropriate process is put in place for the development of scripted lessons to be aligned to the ITGSE. The proposed evidence-based process would serve as a proposed model for developing Comprehensive Sexuality Education intervention programmes against contextual realities and integrated within the curriculum. This would be beneficial to both South Africa and other countries with similar sexual and reproductive health challenges, especially in Sub-Saharan Africa (UNESCO, 2018; UNFPA, 2015). The design would indicate how the requirements of the ITGSE could be aligned to national strategies for defining what teachers teach; what teachers need to be trained on; and what support CSE materials could include as resources in the classroom in the early grades. The SLPs would provide a consolidated knowledge base for teachers to teach Sexuality Education in the classroom through an integrated Annual Teaching Plan (ATP). The SLPs would be an educational response to teaching about the health issues that are spelt out by the health goals in the policy (DBE, 2017).

1.3 PROBLEM STATEMENT

SLPs have not yet been developed or commissioned for grades R to 3, so there was no defined process for developing an early grade intervention to include CSE into CAPS. This meant that the recommendation by Kirby (2011), that gaps need to be identified in Life-Skills CAPS, had not been addressed. The process used to develop

SLPs for grades 4 to 12 had not been adapted for the foundation phase so that teacher methodology, learning needs of early grade learners, and appropriate Sexuality Education content could be recommended. This study aimed at documenting and mapping a process for the design and development of foundation phase SLPs. The study further aimed at showing the policy coherence and integration of several national and international policy mandates that influence the nature and scope of SLPs.

The secondary research question 'What professional teacher development strategies are required to support the implementation of the SLPs' implied the need to investigate how policy and policy alignment could be supported by using the SLPs developed to teach CSE. Conversely, the development of SLPs implied that teacher training and the development of a teacher development framework need to be put in place (Ahmed *et al.*, 2009) to support SLP implementation. Research conducted by Venketsamy and Kinnear (2020) suggested how the Life-Skills CAPS could be strengthened to incorporate Comprehensive Sexuality Education and needed to be explored further.

This research study was to define the 'how to' processes for developing a set of early grade SLPs, which are compliant as an effective CSE programme and aligned to the International Technical Guidance for Sexuality Education (ITGSE) revised by UNESCO (2018). The study also aimed to respond to DBE's National Policy on HIV, STIs and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018) by analysing the health goals and behaviour change targeted and finding possible links with content in the Life-Skills CAPS content. This was aimed at showing teachers that policy goals influence what was done through teaching, learning, and assessment in the early grades. The ITGSE was developed to assist education, health, and any development partners, including curriculum developers, ministries of education and non-governmental organisations, involved in providing CSE programmes in the development and implementation of school-based sexuality education programmes and materials (UNESCO, 2018). The value of this research was to propose a learning programme that was evidence based and replicable for developing SLPs and teacher training to include CSE into any curriculum.

The study was guided by the following research questions.

1.3.1 Primary research question

The primary research question for this study was ‘How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS.’

1.3.2 Secondary research questions

In order to fully investigate the primary question, the following secondary questions addressed:

- How can Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPS in the early grades;
- How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum;
- What professional teacher development strategies are required to support the implementation of the SLPs; and
- What content is to be included in the SLPs to support CSE in the Life-Skills CAPS for grades R to 3?

1.4 CONCEPT CLARIFICATION

For the purpose of this study, the following key concepts were explained: aligning policies, early grade scripted lesson plans, and International Technical Guidance on Comprehensive Sexuality Education.

1.4.1 Aligning

The term ‘aligning’ will be defined in two aspects as investigated in this study:

Firstly, ‘aligning’ involved finding out whether there is the possibility of creating policy alignment between the SLPs and the DBE policies in place for promoting the development of a classroom-focused curriculum-aligned set of SLPs. This would mean that the SLPs would consider how the health goals, targeted behaviours, and identified risks (as expounded on in chapter 2) using the Behaviours Determinants Intervention (BDI) model (explained in chapter 3) are achieved through a set of classroom-based teaching and learning activities.

According to the Organisation for Economic Co-operation and Development (OECD, 2018), aligning different policies facilitates the systematic promotion of mutually

reinforcing policy actions across government departments and agencies creating synergies towards achieving the agreed objectives. In developing context, especially ensuring that there is policy coherence, creates synergies towards achieving agreed objectives and to minimise or better manage the negative influence in other policy areas (OECD, 2012). To address global policy objectives in a national or local context so that development programme outcomes are achieved, a coherent, multi-levelled approach and process is required (High Level Panel [HLP], 2015; OECD, 2012). Ziegermann (2018) asserts that the value of the OECD building in a strategy for aligning policies is that policy incoherence can be avoided, which is often the cause of ineffective, inefficient, and contradictory policymaking.

Of particular importance in this study is that the DBE can show specific coherence of policy goals and curriculum content response with the ITGSE. As a signatory to the ESA Commitment of 2013, South Africa is responsible for contributing to the reduction of risky sexual and reproductive health behaviour in adolescence, especially girls, by strengthening health and educational outcomes through the curriculum policy and implementation (UNFPA-ESA, 2014). The CSE SLPs target specific intervention in the learning outcomes of early grades so that there is better behaviour, stronger health goals, and positive behaviour change later in adolescents. This study was aimed at contributing to the process or 'how to' of the intervention. This would make the proposed intervention replicable for any country that wants to develop a CSE classroom-based intervention in the early grades.

(b) The other form of 'aligning' involved investigating the content alignment between the Life-Skills CAPS Sexuality Education content and the Sexuality Education content in the ITGSE. In other words, how the content for teaching, learning, and assessment through the SLPS would respond to what the ITGSE proposes for an effective Sexuality Education programme. In both cases of seeking alignment, there would be findings to prove that the SLPs developed for the foundation phase will respond to the ITGSE Sexuality Education content. For this reason, the terms 'aligning' and 'responding' were used interchangeably.

For the purpose of this study, the concepts are explained as part of how the development process of the SLPs will be aligned to the DBE policies, as well as the ITGSE. These terms are explained in chapter 2 section 2.2.

1.4.2 Early grade

For the purpose of this study, early grades refer to grades R to 3. In the South African context, these grades are classified as the foundation phase (DBE, 2002). Learners in the foundation phase can, according to Notice No. 2432 of 1998, and the National Education Policy Act (NEPA) (Act No 27 of 1996) (Republic of South Africa, 1998), range between five and ten years of age. According to Louw and Louw (2014), these are learners who receive elementary or primary education in the early years of their lives. When defining the curriculum for the country, the DBE spelt out the kind of learner envisaged and determined the learning outcomes for each phase of the education system (DBE, 2002).

1.4.3 Scripted lesson plans (SLPs)

Scripted Lesson Plans (SLPs) are described by Wood (2013), as providing a preferred pedagogical text that specifies what and how to teach in a way that helps to stabilise any changes being introduced. Shalem, Steinberg, Koornhof and De Clerq (2016) suggest that SLPs emphasise curriculum sequence, pacing, and coverage, which is specifically important for teaching and learning in the classroom. National Education Evaluation and Development Unit (NEEDU) (2013), postulates that SLPs are a mechanism that provide teachers with practical knowledge resources so that they are directly able to pick up the pace in classrooms. With the focus on grades R to 3, the SLPs that emerge from the development process scoped in this study mainly focused on what teachers would need to teach CSE within the Life-Skills CAPS.

1.4.4 International Technical Guidance for Sexuality Education (ITGSE)

According to UNESCO (2018), the ITGSE provides a framework for an appropriate development of a CSE programme. This framework includes teaching and learning materials that are relevant to the social and cultural contexts of the learner. The framework argues that the content should be evidence-based, age- and developmentally- appropriate to the cohort of learners. The ITGSE has identified specific age-appropriate themes for each age cohort to guide alignment with a country's curricula. Haberland and Rogow (2014), corroborated by the International Planned Parenthood Federation (2010), recognise that the ITGSE is an approach to delivering CSE that recognises and promotes key social goals like human rights, gender equality, appropriate knowledge, values, and skills that are necessary for

developing and supporting an HIV prevention and risk-reduction sexuality education health programme.

The ITGSE is not a curriculum nor can it be taught as an alternative to the DBE National Curriculum and Assessment Policy Statement in South African schools. Although the ITGSE provides guidance for ages five to nine, the purpose of this study was to investigate how the themes identified for this age cohort, which include key concepts like relationships, values, rights, culture and sexuality amongst others (UNESCO, 2018), will be incorporated into the Life-Skills CAPS for grades R to 3.

1.5 PRELIMINARY LITERATURE REVIEW

The evidence-base for the inclusion of CSE into school curricula has increased over the past decade (DBE, 2019; UNESCO, 2018; IPPF, 2016). In the South African context, the risks associated with young people, to include those who are still school going, remain the strongest motivation for addressing CSE in schools (Montgomery & Knerr, 2018; Wood, & Roller, 2014; Shisana, Rehle, Simbayi, Zuma *et al.* 2014). The need to provide accurate, relevant, and appropriate knowledge within the curriculum (UNESCO, 2018; UNFPA, 2015; DBE, 2011a; Kirby 2011) implies that policies and policy coherence is required so that schools implement CSE. Chikoko, Gilmour, Harber and Serf, (2011) and Pillay (2012) support Rooth (2005) that Life Orientation and Life-Skills are the subjects to include Sexuality Education content. Together with curriculum specification, the need to have teachers who are knowledgeable, comfortable, and confident (Francis & DePalma, 2014; Baxen, Wood & Austin, 2011) together with teaching and learning materials (DBE, 2019; UNESCO, 2018) remains necessary support for effective inclusion of CSE.

Current literature and news reported on the high rate of child abuse and sexual violence that has emerged to highlight the need for a focused intervention on educating young learners on sexual risks, protection against harmful behaviours, and making learners aware of the right to be protected (UNFPA, 2015; UNESCO, 2018). The Manifesto of Values, Education and Democracy (DoE, 2001), which is drawn down from the Constitution (Act 208, 1994), suggests how the rights and responsibilities of South African citizens can be taught as part of the curriculum, and brought to life in the classroom. The constitutional values are also able to be applied practically in policy formulation and specific programmes by policy makers, administrators, governing bodies, and officials. The national curriculum should be

developed to reflect the social goals of social justice, inclusivity, and human rights. This includes providing access to knowledge on sexuality education, and sexual and reproductive health services. Through the curriculum content, the DBE needs to address sexuality education and related issues as an integrated body of subject knowledge. The Life-Skills CAPS in grades R to 3 is meant to provide relevant, age-appropriate, scientific knowledge on Sexuality Education within the curriculum. This will ensure that teaching, learning, and assessment of Sexuality Education and related issues in the classroom.

At the same time, Ubisi (2020), Bhana, Crewe and Aggleton (2019) and Francis & DePalma (2014) allude to the public opinion and dissent, religious outcry, and parental hesitancy about the inclusion of Sexuality Education in the school curriculum. These factors have the potential to mitigate against any CSE strategy, despite national statistics supporting the need for the intervention (Francis, 2011; Helleve *et al.*, 2011). To mitigate the publics' sentiment on whether CSE needs to be included in the school curriculum, the DBE (2019) reported that a ministerial campaign was launched by Minister Angie Motshekga, together with other African Education Ministers, to address multiple factors that include poverty, lack of information and access to reproductive health services, cultural norms, peer pressure, and sexual coercion and abuse that are impacting on early and unintended pregnancies in school-going youth. The Let's Talk campaign was aimed at social and behavioural change to impact on and reduce early and unplanned pregnancies across 21 countries in the Eastern and Southern Africa region (DBE, 2019). The region has one of the highest adolescent fertility rates (and teenage pregnancies) in the world (DBE, 2019).

A further research finding according to the (DBE, 2019), which uses child suicide as one issue related to School Gender-Based Violence (SGBV), indicated that more than a third (35.4%) of girls experienced sexual violence before the age of 17 compared to boys. This has been supported by recent 2020 reports on child suicides resulting from SGBV. The evidence has necessitated that the DBE provide education programmes that are age-appropriate and focuses on the prevention and risk reduction of child abuse, HIV/AIDS infection and teen pregnancy. Research studies conducted by Shilubane, Bos, Ruiters, van den Borne and Reddy (2015) emphasised the importance of the ability of school professionals to identify young people who are at risk of committing suicide and for teachers to have knowledge regarding identifying the

warning signs of suicidal behaviour. A key recommendation from this study was that a school-based suicide prevention programme, based on theory and evidence, should be developed and implemented in school. Another recommendation was that intervention programmes should include training to help address mental-health wellness in teachers and identify when psycho-social support is needed.

From her study on gender-based violence in schools in South Africa, Wilson (2014) proposes that if girls are to stay in schools and remain safe to complete their education, then classrooms must be a place of learning about issues (content and contextual) that relate to school-related violence against girls. She further purported that teacher training needs to prepare teachers for the role of being change agents in schools and to address systematic changes that need to impact on contextual change out of the school environment. This finding supported early research by Francis (2012) and Baxen, Wood and Austin (2011), on the need to focus on teacher development and to specify what teachers need to be effective in the classroom if they are to teach CSE effectively. Wood, and Rolleri (2014) provide a strong motivation for addressing cognitive and social factors influencing the behaviour of school-going youth in South Africa. This included risk and protective factors that might be particular to their social and school contexts through the development, content, and implementation guidelines at classroom level.

The reasons motivating for a CSE intervention covered a spectrum of issues and factors. The researcher used the preliminary literature review to motivate and scope what was relevant for the study; and to identify which factors would resonate with what needed to be included in a school-based intervention. These factors helped delimit the literature studied and focused the study on addressing contextual and current challenges evident in schools. To describe a CSE classroom-based intervention, there was a need to include a focus of what teachers needed to teach, what support they needed in the classroom, and how to include contextual realities that impact on learning Sexuality Education.

1.6 THE NEED FOR COMPREHENSIVE SEXUALITY EDUCATION IN THE EARLY GRADES

CSE is a rights-based approach to ensuring that the knowledge base, conceptual development, and value-related constructs that make up the knowledge area of Sexuality Education are taught and supported comprehensively (UNFPA, 2010;

UNESCO, 2009). It emphasises a holistic approach to human and sexuality development. Globally, CSE has been recognised as key to helping young people assert their sexual and reproductive rights, yet it was found that most students have not received appropriate sexuality education by the time they leave high school (UNFPA, 2015). In the South African school context, Helleve *et al.* (2011); Kirby (2011) and Francis (2010) supported Rooth (2005) by taking an approach to teaching and learning of Sexuality Education that includes: providing relevant knowledge; identifying content gaps that currently exist in the curriculum; addressing what support and resources teachers need in the classroom to teach effectively; and what teacher training best prepared teachers for teaching Sexuality Education.

In South Africa, the need for Sexuality Education has essentially been reduced to mean the need for appropriate information about HIV and AIDS (Wood, & Roller, 2014; Shisana *et al.*, 2014; Helleve *et al.*, 2011) and to introduce behaviour change (UNESCO, 2018; IPPF, 2016; DBE, 2018). Thus, Sexuality Education has become the educational response to the HIV pandemic (DBE, 2019; Francis, 2010), aimed at providing sexual and HIV prevention education. This has impacted what content has been incorporated into the CAPS curriculum. Keeping the focus only on HIV prevention education is not sufficient if a CSE programme is to respond to the DBE's policy aimed at impacting on behaviour change and encouraging healthy, risk-free decisions for a healthy sexual and reproductive life as adolescents. UNESCO (2009) identifies the primary goal of Sexuality Education as the process whereby knowledge, skills, and values are provided to children and young people so that they make responsible choices about their sexual and reproductive health as adolescents. Montgomery and Knerr (2018) quoted UNESCO (2015b) and United Nations (2015)- that curricula needed to be designed to increase the Comprehensive Sexuality Education knowledge amongst young people, as well as to provide the opportunity for them to adopt protective behaviours. When young people perceive themselves to be at risk for pregnancy or HIV, they are more likely to adopt protective behaviours (Fonner, Armstrong, Kennedy, o'Riley & Sweat, 2014; Kirby, 2007).

Statistics presented from research at school level showed that HIV prevalence among children aged 2–14 years is around 2.5%, while prevalence among 15–24-year olds is 8.6% (Shisana, Rehle, Simbayi, Zuma, Jooste, *et al.*, 2009)). Learner vulnerability was shown again in a further study conducted by Shisana *et al.* (2009) and reported

results of the analysis of HIV-prevalence presented suggested that the overall HIV prevalence differed substantially by province (Figure 1-1).

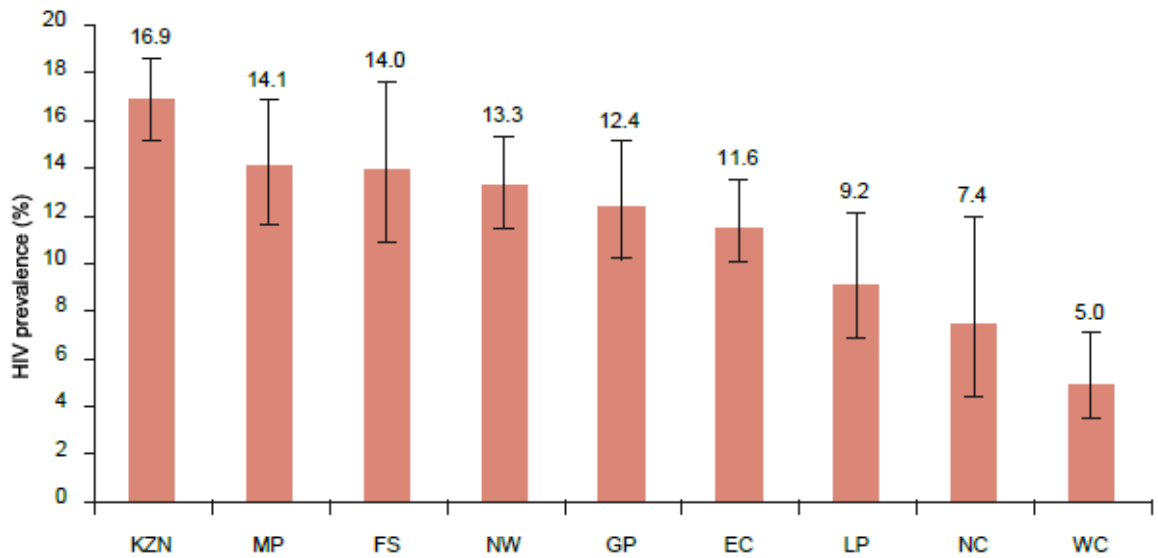


Figure 1-1: Overall HIV prevalence by province, South Africa 2012

Evidence revealed that learners younger than 14 years were vulnerable and exposed to risky sexual behaviour and HIV infection (Shisana *et al.*, 2014). These figures are presented in Figure 1-2.

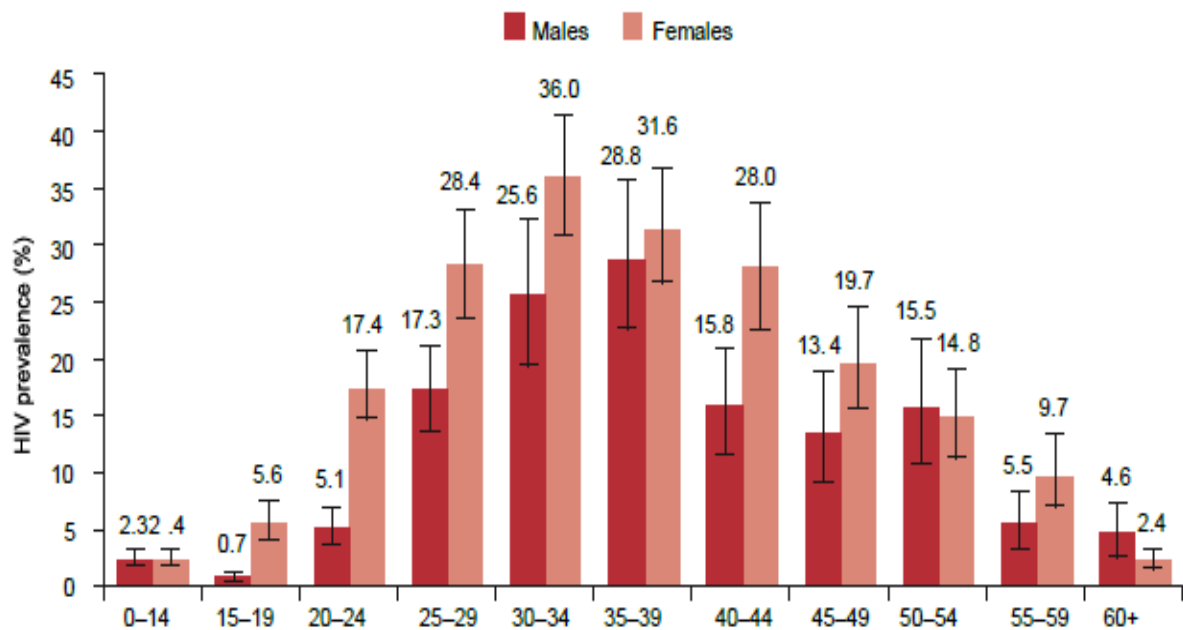


Figure 1-2: HIV prevalence by sex and age, South Africa 2012

Based on this evidence, the current study explored how CSE is to be programmed to impact these statistics by changing behaviours and attitudes and providing relevant Sexuality Education knowledge to learners in the foundation phase.

Reddy, James, Sewpaul, Sifunda (2013) found that the age of a learners' first sexual experience is a factor for concern; and that the earlier a person has sex, the greater their risks are of HIV infection and unplanned pregnancy. Kirby (2011) asserts that risk and protective factors are important determinants of behaviour and attitudes, in the early grades. Learners were directly and indirectly affected by the context they live in, which has implications for their attitudes, behaviours, and self-esteem (Ahmed *et al.*, 2009). Statistics presented in Figure 1-2 was a strong evidence base for considering the development of a CSE intervention within Life-Skills in the early grades.

1.7 RESPONDING TO THE ITGSE

There was an opportunity to translate the policy imperatives for CSE into an education mandate that directly impacts the classroom (Thaver & Leao, 2012), to include a designed process that is replicable in the context of other countries. As the threat of sexual violence and exposure to risky sexual behaviour spread globally, many more countries (especially in the African continent), are more focused on educating their learners on the dangers of sexual violence as a means of protecting their rights to a safe, healthy learning environment at school. Reported incidences in similar contexts to South Africa are increasing. South Africa's CSA statistics should be seen within this regional context. The report on Child Sexual Abuse in Sub-Saharan Africa – A review of literature - East, Central and Southern African Health Community (Kibaru-Mbae, 2011) reported on the form, nature, and magnitude of Child Sexual Abuse (CSA) in the region and made a recommendation for strategic guidelines to be developed to mitigate against the scourge of CSA. Modelling a curriculum-based, specified CSE programme that is aligned to the ITGSE (Kirby, 2011), and is grade, age-appropriate, classroom-based, and that scripts teaching, learning, and assessment for educators is useful as a strategy for providing relevant Sexuality Education knowledge to learners in the early grades (Shalem *et al.*, 2016; DBE, 2013).

The content and contextual factors included in such an intervention programme needed to recognise that schools have differing environmental, social, and economic contexts that would impact such a programme (Kirby, Laris & Rolleri, 2006). Educators and support staff, including school management teams, subject advisors, and local

health practitioners themselves know the contextual realities and would best be placed to contribute to the design and development process to address any threats and risks learners face at schools (Francis, 2012; Thaver & Leao, 2010). The ITGSE (UNESCO, 2018) emphasises the need for CSE programmes to be evidence-based, contextual, and purposefully designed to measure and address factors like beliefs, values, attitudes, and skills that affect sexual health and well-being. There is recognition that the quality of a school based CSE programme is not only dependent on what and how it is taught, but it is impacted by the capacity of teachers, the pedagogical approaches employed, and the teaching and learning materials used, as well as the whole school environment (UNESCO, 2018; Rooth, 2005; Francis, 2012).

By its purpose and structure, the ITGSE (UNESCO, 2018) is not a curriculum but was developed to assist in the development and implementation of school-based and out-of-school comprehensive sexuality education programmes. The requirements and content of the ITGSE provide guidance to the development of effective CSE programmes together with teaching and learning materials. It does not provide guidelines on the implementation of the programme to countries. It provides the best international practice to support curriculum developers in developing or adapting their curriculum so that it speaks to their own contextual realities. This will ensure that their CSE intervention responds to their own needs (UNESCO, 2018; Kirby, 2011). The ITGSE, supported by UNFPA (2015), recognises the diversity of different contexts but attempts to provide guided inputs for quality, acceptability, and ownership within a country context. The ITGSE suggests that countries adopting the guidance provided, determine their curricula needs, policies, and content that has to be taught to the respective age cohort of learners..

The structure of the ITGSE suggests the priorities in any country's CSE intervention, and so also suggests how to monitor the development process and product, namely the CSE intervention programme. There are seven sections, which are discussed in detail in the preceding chapters with their implications for the South African context. The contribution of a CSE on achieving sustainability and development and for broadening the evidence base for CSE has been consolidated and broadened by the increased emphasis and global participation in CSE programmes. As the implementation of CSE programmes across various educational settings generates improved understanding and lessons learnt (UNESCO, 2018), the evidence emerging

from implementation is more easily managed and analysed. This is a useful indicator for measuring the Sustainable Development Goals (United Nations, 2015) and for measuring the compliance of countries to the call for action to eradicate poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. The significance of being able to link improved focus on CSE and the Sustainability Development Goals (SDGs) is that the SDGs offer a new global development framework within which the scope, position, and relevance of sexuality education is understood (UNESCO, 2018; IPPF, 2016). The global challenge for countries is one of ensuring that their government policies and programmes reflect the agenda for ensuring sustainable development. Countries need to express how they will institutionalise their policies, monitor for efficient implementation, and report back on progress. National policies and implementation guidelines best describe a country's intention to meet the SDG goals so that they are able to balance their economic, environmental, and social needs (United Nations, 2015).

1.8 COMPLIANCE TO DBE POLICY

Several DBE policies were relevant in guiding the study:

The DBE curriculum policy: The Life-Skills CAPS provides the focus for knowledge, skills, values, and attitudes to include what Sexuality Education content has to be taught. Teaching, learning, and assessment is prescribed in the Annual Teaching Plan for each grade.

The DBE health-promoting policy: The DBE National Policy on HIV, STIs, and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018) provides health goals and promotes strengthening implementation, by taking a holistic approach to the intrinsic, systemic, and societal barriers to teaching and learning.

Together with the policy frameworks, the SDGs require that education programmes address and include Sexuality Education in national policies.

The 2030 Agenda for Sustainable Development, including the Sustainable Development Goals (SDGs) is set to respond to three SDGS: (SDG3) ensures healthy lives and promote well-being for all at every stage of life; (SDG4) ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all; and (SDG5) which guides gender equality and empowers all women and girls.

The **International Technical Guidance on Sexuality Education (ITGSE)** mobilises political commitment to achieve goals on education, gender equality, health, and well-being. It also provides an important opportunity for countries to scale up existing or new multi-sectoral programmes to bring CSE to children and young people everywhere. The policy intention across the relevant policy mandates was used by the researcher to maintain policy influence on the development of the SLPs for the early grades. The design from the international CSE mandates would show compliance to both international agendas for CSE, as well as compliance to DBE policies. The proposed development process would be easily replicable for wider utility in any other country's context. The value of the development process would be that with the rapidly evolving field of CSE since the ITGSE was first published (UNESCO, 2009), a documented record of the process showing how South Africa met the outcomes of its own health goals and targeted behaviours was registered. The process would be replicable and would reflect measures put in place to mitigate against risky sexual behaviour and improve the sexual and reproductive health of its young people (UNFPA, 2015). Policy compliance and the contribution to meeting the policy health goals meant that specific Sexuality Education concepts needed to be included in the teaching and learning plans within the Life-Skills subject.

1.9. PROPOSED CHAPTER OUTLINE

The proposed chapter outline is as follows:

Chapter 1 - This chapter provided an overview of the study including the introduction, rationale, research problem, aims and possible contributions.

Chapter 2 - This chapter substantiated the conceptual framework of the research study.

Chapter 3 - This chapter outlined the theoretical framework of the research study.

Chapter 4 - This chapter outlined the theoretical framework of the research study.

Chapter 5 - This chapter presented the data, an analysis of the data as well as the findings of the research study

Chapter 6 - This chapter presented the conclusions drawn from the study. The limitations and recommendations for additional research is also discussed.

The final chapter provides a synthesis of the research study

1.10. SUMMARY

This chapter served as a framework for the study as the synopsis in this chapter included the rationale, problem statement, research questions, and concept clarification. A literature overview, theoretical framework, and methodology were also considered and briefly explained in this chapter. A brief description of the ethical considerations was presented. Finally, the chapter outline was briefly discussed.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In Chapter 1, the rationale for the study and an exposition of the problem statement, research questions, and concept clarification were provided. A brief outline of the literature reviewed, the theoretical framework, and the research methodology was given. This chapter provides the motivation for the importance of ensuring that there was alignment between relevant policies, which were aimed at supporting Comprehensive Sexuality Education (CSE) and classroom implementation of Sexuality Education within the curriculum. In particular, the relevance of policy goals needs to be made relevant to early grade learning in the classroom, albeit the impact of those goals is a longer-term target.

2.2 THE NEED TO ALIGN POLICIES RELEVANT TO CSE

Keogh *et al.* (2018) propose that effective CSE programmes need an enabling environment, which includes having strong policy- and community-level support. CSE is one of the most important tools to ensure that young learners have the information they need to make healthy and informed choices about their sexual and reproductive lives later in adolescence (UNESCO, 2018; UNFPA, 2015; Rooth, 2005). The Life-Skills CAPS provides the Sexuality Education content to be taught in the foundation phase (DBE, 2011a), but reports show that there are gaps in content that need to be considered in this chapter (Kirby, 2007).

Several policies have relevance for this study and will provide a policy framework within which the research will be conducted. As an output of the study, recommendations for improving classroom practice are proposed and linked to the policy mandates and framework. Although the study examined the DBE's policies aimed at a Comprehensive Sexuality Education approach to mitigate the impact of HIV on the education system, the DBE works within Governments Cluster for Social Protection, Community and Human Development, together with the Departments of Health (DoH) and the Department of Social Development (DSD), to deliver on the priorities of policy on the ***Integrated Strategy on HIV, STIs and TB 2012-2016 (DBE, 2016) and the National Policy on HIV, STIs and TB for Learners, Educators,***

School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018a).

The development of policy, with policy alignment to national and international CSE agendas, shows global commitment to the improved and increased delivery of CSE (UNESCO, 2015). UNFPA (2015) and Auriacombe (2015) agree that closing the gap between policy and practice is a necessary focus if a CSE programme is to be implemented effectively towards changing behaviours and attitudes. They further also recognise that policy and programmes are essential components of the government's strategic effort to improve the sexual and reproductive health of young people. This is particularly important in the case of the Department of Basic Education, where policy goals are aimed at increasing HIV, STIs, and TB knowledge and skills and decreasing risky sexual behaviour among learners, educators, and officials (DBE, 2017).

Different policy mandates influence the implementation of programmes aimed at addressing the impact of CSE on learners, educators, and management at school level. Sanelli (2018) states that policies and procedures are an essential component of any organisation and address important issues, to include what constitutes acceptable and unacceptable behaviour. The IPPF (2016) proposes that effective policies support the provision of quality and rights-based Sexuality Education programmes; and hold governments accountable for their commitment to international and global CSE mandates. At the same time the IPPF (2016) claims that many countries with relevant policies fail to implement their own policies. Vanwesenbeeck (2020) draws on a study conducted by UNESCO (2015) in 48 other countries on the status of CSE in those countries and argues that there are still huge gaps in policy frameworks governing CSE implementation. Few policies have been fully operationalised (UNFPA, 2015).

Since the year 2000, South Africa's Department of Basic Education (DBE) contributed towards formulating policy and strengthening the policy context around HIV prevention and increased knowledge of HIV, STIs, TB, and other related diseases through its Life-Skills CAPS among school-going learners. To make a global impact, the DBE policy needs to show alignment to global agendas and policy mandates.

The process for the designing down approach from policies to translate into clear classroom practice was the main focus of this study. The purpose of this chapter was

to provide a literature review of current arguments for the importance of CSE in the early grades by investigating the importance of alignment of policies nationally and globally, the link between policy and knowledge development, and what is meant by policy coherence. This will rationalise the links between policy mandates and describing a classroom-based intervention that is responsive to policy goals and show how the content of classroom-based CSE material responds to relevant policies.

UNESCO (2015) reports that globally the evidence-base for CSE, as well as its positive impact on health outcomes builds political support for CSE. It examines how the various global and regional commitments have impacted at national or country levels on the delivery of CSE in practice. This motivates for a closer look at the alignment of policy mandates with practical programme implementation. The role and purpose of national policy and development strategies are a reflection of a country's primary responsibility for its own social and economic development, which includes the focus on its education and health development and is to be expressed in alignment with the Sustainable Development Goals (UN, 2015). Through its policies and programmes, South Africa needs to show its responsibility towards achieving the Sustainable Development Goals (SDGs).

There are three SDGs relevant to the provision of CSE programmes. Bexell and Jonson (2017) support this, which posits that the SDGs provide a global framework for distinguishing cause, obligation, and accountability as the three main responsibilities. The South African Constitution (Act 108, 1996) sets out the social goals for social justice, inclusivity, and a healthy environment, which are mirrored in the Manifesto for Values, Education and Democracy (DoE, 2001); this provides strategies for instilling democratic values in young South Africans in the learning environment. The values of this Manifesto guide the development of democratic and social values in all policies in the education policy environment.

The development agenda for the Education Sector then needs to be linked to the development agenda of broader global mandates. Winkler and Williams (2017) site the development agenda put forward by the UN's Agenda 2030 and expressed the SDGs as a mechanism for keeping human rights central to developing new mandates for ensuring the sustainable provision of education and for effecting sexual and reproduction health and rights (United Nations, 2015). Alongside the SDGs is the UNESCO (2018) International Technical Guidance for Sexuality Education (ITGSE)

that provides a framework for developing effective CSE programmes that provide Sexuality Education content that is age-appropriate, contextual and scientifically accurate. In the South African context, the Curriculum and Assessment Policy Statement (CAPS) for Life-Skills in the foundation phase provides what content is to be taught.

2.2.1 Relevant global and national policies for the process

Policy alignment is a strategy for ensuring that there is coherence and synergy created across several policy mandates focused on improving the development, implementation, and support for CSE (Ziegermann, 2018). Policy alignment also suggests that policy integration allows for integrating the priority objectives from different policy mandates. This means that the political objective for CSE is brought closer in line with the implementation of the objectives (OECD, 2018) that underpin the development of any kind of CSE strategy. Vanwesenbeeck (2020) identifies that a huge gap remains between legal frameworks and the actual implementation of CSE and that few policies are fully operationalised. In most low- to middle-income countries, CSE is a long way from being institutionalised and mainstreamed into the country's curricula (Vanwesenbeeck, 2020; Haberland & Rogow, 2014). Many barriers to effective implementation have been identified (UNFPA, 2015; UNESCO, 2012). Although CSE has made substantial progress globally, there are several barriers and constraints that exist at various levels of implementation (Vanwesenbeeck, 2020).

To guide the thinking of the process for a CSE intervention in the South African context, as well as describing a replicable process for any other country wanting to adopt the same approach, the identified global mandates and national policies are represented in the diagram below:

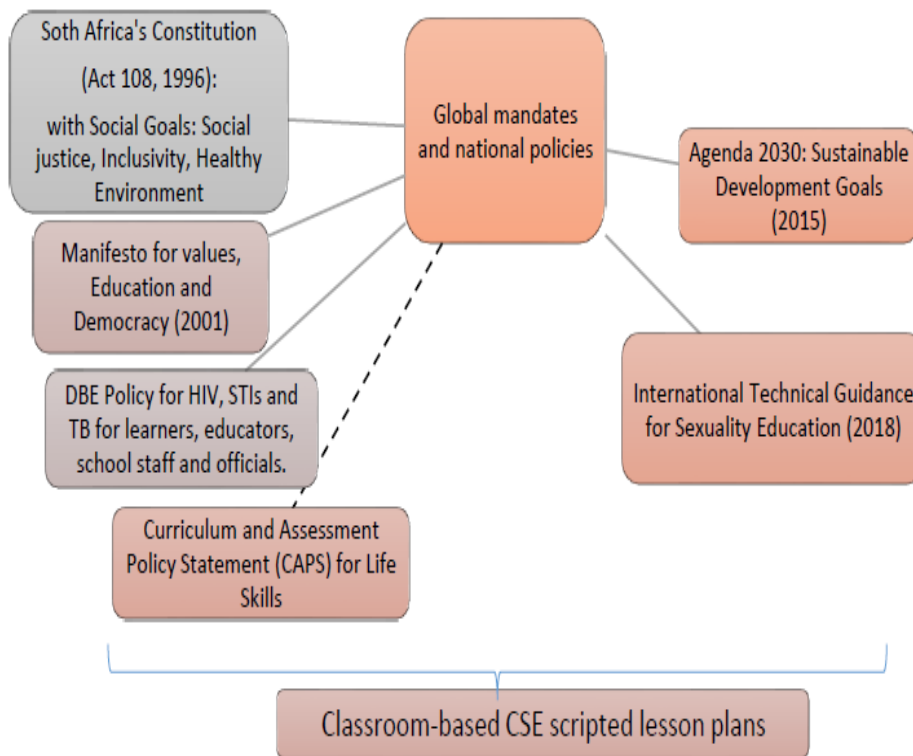


Figure 2-1: Global and national policy mandates relevant to the process

How the policies are aligned, based on what is common and streamlined across different policy mandates, requires that clear policy mechanisms are identified, and that a planned, multi-stratified approach is taken to assist the development process for any intervention that is being planned (High Level Panel [HLP], 2015; OECD 2012). The three terms of policy coherence, policy integration, and specifying policy mechanisms are explained in this section.

2.2.2 National policy context

In many countries, policy context in support of CSE implementation remain a challenge (Keogh *et al.*, 2018; UNESCO, 2015). Specific findings by Parker, Willings and Lazarus (2009) indicate that according to many European Union Member States and Norway, policies have played an important role in shaping the provision of sexuality education so that it can be implemented with ease. This places a focus on what sexuality education knowledge has relevance and what knowledge is built when policy is implemented effectively. Corsaro (2017) cites a finding by Weaver, Smith & Kippox (2007) that France, Australia, and especially the Netherlands have better sexual health-related policies in comparison to sexual abstinence-based policy in the United

States of America. He makes the point that these countries do not have social and economic challenges introduced by factors like poverty, as found in many developing countries. This implies that political will and support does not reside in the economics of governments.

Francis (2010) implies the need to broaden education and the knowledgebase around issues of sexuality and relationships, which would allow for flexibility of the Life-Skills CAPS to include Sexuality Education. In the South African context, through policy specification, the motivation for dealing with Sexuality Education through the curriculum content is accommodated for (DBE, 2017; Venketsamy & Kinnear, 2020). The key components of the DBE Policy for HIV, STIs and TB 2017 to 2022 is to increase HIV, STIs and TB knowledge and skills among learners, educators, and officials and to achieve the health goals set up by the DBE in the National Strategic Plan (2017 to 2022). The Integrated Strategy for HIV, STIs and TB 2012 to 2016 (DBE, 2012; DSD, 2017) sets up health goals that drive how the education sector will respond to the health needs associated with prevention, treatment, care and support for learner, educators, and school-based support staff. Policy mandates for addressing Sexuality and HIV prevention Education, cuts across other government departments, like Health and Social Development departments. The cluster of government departments have concurrent responsibilities and are co-responsible for social, health, and education development nationally (Act 208, 1998) and so they share coordination and support for these policies.

The purpose of government clusters, which group government departments with cross-cutting priorities and programmes together, is to foster an integrated approach to governance to improve government planning, decision-making, and service delivery. This ensures better coordination of different governmental programmes at national and provincial levels.

The policy goals for education policy and programmes have relevance for broader government policy mandates:

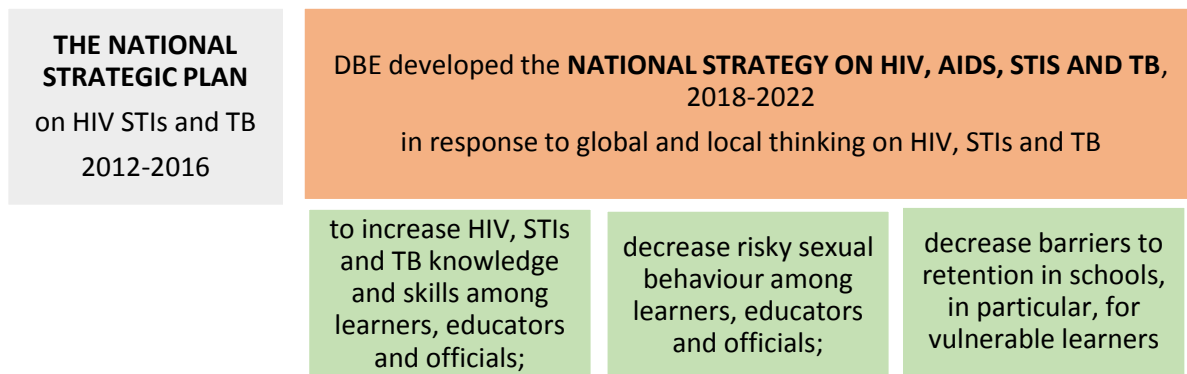


Figure 2-2: Diagrammatic representation of the links between the National Strategic Plan and the role of educational programmes

The importance of such an arrangement is that, where three departments have different programme intentions for addressing a common agenda like HIV responsiveness targeted at schools, one integrated, well-coordinated and monitored strategy and programme will be institutionalised at schools, rather than three separate programmes. This prevents programme overload on schools, educators, learners, and support staff (DBE, 2018b). For this study, the proposed development process will guide the development of a programme to align policy with classroom practice, which will address how teachers teach towards impacting on behaviour change, increase the appropriate knowledge on CSE for learners, and guide classroom practice. The relevance is not only that it will support a South African response to international mandates but would be replicable for any other country wanting to promote a link between policy goals and classroom implementation, especially in the early grades.

2.2.3 Policy and knowledge development

The UNAIDS (2008) Global Report on the AIDS Epidemic reported that only 40% of young people globally had accurate and relevant knowledge about HIV and transmission. In response to this finding, UNESCO did a review of sexuality programmes internationally in 2009, which resulted in the development of *the International Technical Guidance on Sexuality Education (ITGSE)*. The ITGSE provides support to education, health, and any other sectors for the development and implementation of effective school-based sexuality education programmes and materials (UNESCO, 2009). Given that knowledge acquisition is mainly located in the classroom, the intervention programme put in place to bridge policy and practice needs to be guided by how the policy goals are reflected in what is done in the

classroom. What teachers and learners do in the teaching and learning of Sexuality Education influences what knowledge is included and how subject content is developed. By providing adequate knowledge and influencing how it is taught in the classroom is determined by how the relevant policies are planned for implementation.

Khan (2016) cites that policy implementation involves translating the goals and objectives of policy into action. The DBE policy goals are aimed at strengthening policy implementation and articulate what action in classroom implementation is planned.

The policy goals are represented diagrammatically below in Figure 2-3:

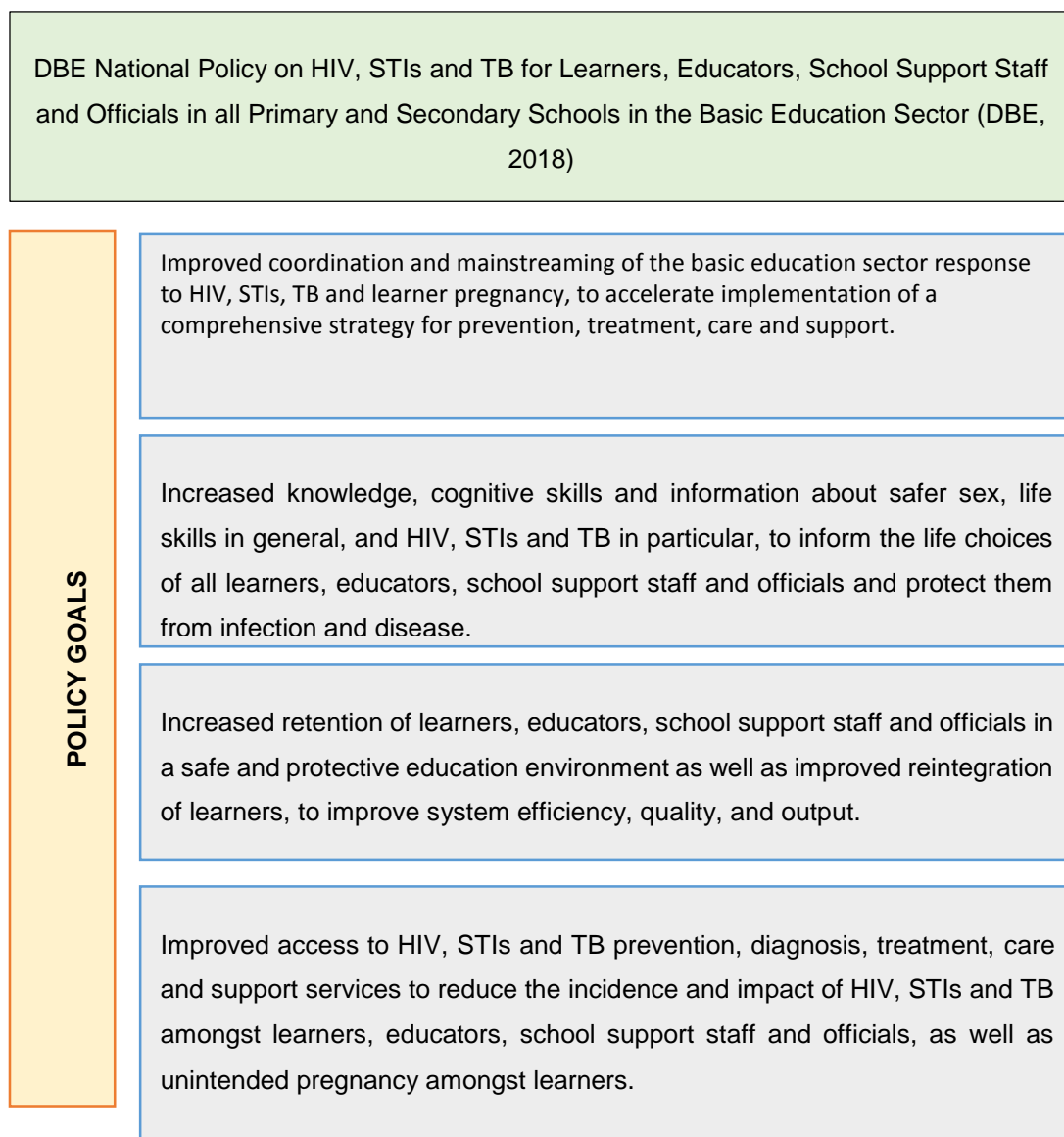


Figure 2-3: Diagrammatical representation of policy goals

The policy goals require that the intervention describes how policy is integrated into the content used in the intervention, how policy coherence is mapped in a development process and how that proposed process translates policy into practice.

2.2.4 Policy coherence

Policy coherence can be defined as the systematic advancement of reinforcing policies that are mutual across government departments aimed at creating synergies towards achieving agreed objectives and to avoid or minimise negative influence in other policy areas (OECD, 2013; OECD, 2018). To address global policy challenges in a national or local context so that policy outcomes are reached internationally, policy coherence is needed. This does require a coherent, multi-levelled approach to transform practices and processes to achieve the goals common to those policies. Barnow (2015) and OECD (2013) describe policy coherence as impactful for policy analysis, monitoring of policy impact, and evaluating policy interventions. For this study, given that the proposed development process was to respond to policy goals by strengthening classroom practice on CSE within the Life-Skills CAPS, policy coherence drove the monitoring and evaluation of the SLPs as a mechanism for a CSE intervention.

Policy coherence is rigorously monitored so that effectiveness and efficiency towards programme outcomes can be measured. International agencies are tasked with the review and evaluation of these programmes. One example is the OECD, which is a unique forum where the governments work with each other to promote economic growth and sustainable development and monitor the implementation of policy frameworks at all levels of a system. Monitoring progress towards policy coherence includes three building blocks: (i) a political commitment that clearly specifies policy objectives; (ii) policy co-ordination mechanisms that can resolve conflicts or inconsistencies between policies and maximise synergies; and (iii) monitoring, analysis, and reporting systems to provide the evidence base for accountability and for well-informed policy making and politics (OECD, 2009). This study aimed to provide the DBE, the government, and funders by extension, with a mechanism to create synergy across policies and to monitor the effectiveness of a development process that will ensure CSE is implemented in early grade classrooms.

In Section 2.2.1, Figure 2-3 provides a policy map of the relevant policies that has an impact on the SLP development process. The importance is that teachers in the

classroom have an opportunity to engage with the national policies that are relevant to their classroom teaching. On the other hand, policy makers are able to see the practical implementation of the policies and its impact on classroom practices. Very often there is a perceived lack of relevance of educational policies for classroom practice, and so conversely what emerges from the classroom is not considered as part of a body of knowledge for educational research (Lin & Miettinen, 2019; OECD, 2013).

This study showed that policy coherence is inherent in the process proposed for the development of the SLPs. The process will provide a model for designing the SLP development process so that there is alignment to national policies and the ITGSE.

2.3 COMPREHENSIVE SEXUALITY EDUCATION IN THE EARLY GRADES

2.3.1 What is Sexuality Education?

UNESCO (2018), UNFPA, (2015) and UNESCO (2009) propose that Sexuality Education is rights-based, culturally influenced, age-appropriate, and scientific information needs to be curriculum-based. Sexuality education is a life-long process of acquiring information and forming beliefs, values, and attitudes. It aims to contribute to behaviour change, including reducing unprotected and unwanted sex, and reducing harmful behaviour, including sexual offences, such as assault and abuse (Family Planning, 2018.). WHO (2001) provides a definition that core to Sexuality Education is the concept that it is a natural part of human development through every phase of life and includes physical, psychological, spiritual, and social components. The State Government Victoria Department of Education and Early Childhood Development (2011) describe sexuality education as meaning different things to different people, but there is one thing all the experts agree on: it's not just about biology. Sex education deals with the biological and physical processes of having sex as a human activity for reproduction and teaching sex education is more likely to report changes in knowledge as opposed to affecting changes in sexual behaviour (Speizer, Mandal, Xiong, Hattori, Makina-Zimalirana, Kumalo, Taylor, Ndlovu, Madibane and Beke, (2018).

Current discourse expounds on the difference between Sexuality Education and Sex Education and postulates that Sexuality Education is not Sex Education. The difference is particularly important for early grade learning. Kirby (2011) posits that effective sexuality and STI/HIV education programmes will delay risky sexual behaviour when supported by the adolescents' right to accurate and balanced

information about sexuality that is relevant to their lives and can help them make better decisions about relationships and sexual behaviour.

Sexuality Education encompasses a range of topics that are tailored to the age and developmental level of the child and addresses the need for content to be age appropriate. A child aged between four and six years learns, for example about topics, such as friendships, emotions, different parts of the body, and what good touches and bad touches are to them. These topics are also relevant for older children and adolescents but are taught at a different level. Other related topics such as puberty, family planning, and contraception are gradually introduced.

For most young adults, sexual relationships are built on principles similar to those of the social relationships learnt in early life. Children are aware of and recognise these relationships long before they act on their sexuality; and therefore, need the skills to understand their bodies, relationships, and feelings from an early age (UNESCO, 2009).

2.3.2 Early grade learning

In the foundation phase, the aim is to develop a learner who is envisaged to be inspired by the values of respect for democracy, equality, human dignity, life, and social justice (DBE, 2002). These values drive the content and conceptual development within all subjects in the Foundation Phase.

The kind of foundation phase learner envisaged is important for determining what is age-appropriate in the selection of what concepts are to be included in the Sexuality Education curriculum content. Sexuality Education in elementary/primary school (UNESCO, 2018; UNFPA, 2015) supports that any content included should be appropriate to the age of the learners, the developmental level of the phase of learning, and to the social and cultural context of learners.

The UNESCO (2018) International Technical Guidelines on Sexuality Education (ITGSE) – Revised, provides guidance on how the key concepts are demarcated into four age groups (5-8 years; 9-12 years; 12-15 years; and 15-18+ years) intended for learners at primary and secondary school levels. The learning objectives are structured logically, with concepts for younger learners providing more basic information, less advanced cognitive tasks, and activities that are less complex. The learning objectives are sequenced to become increasingly more complex cognitively

with age and developmental ability. There is a difference in the age specification of the first and second levels of the ITGSE and the foundation phase in South Africa. The only implication is that when mapping concepts for alignment to the foundation phase CAPS, cognisance needs to be taken that selected concepts may cut over the first two age levels in the ITGSE. The detail of this overlap is explored further in Chapter 4.

The developmental ages and dimensions for the social, intellectual, physical, emotional, and moral development of a learner in the foundation phase is important to consider when defining what Sexuality Education concepts are to be included within the current Life-Skills CAPS. The relevance of how learners in the foundation phase typically learn has implication for the proposed development process. Classroom-based activities and teaching methodologies are prescribed and would have to respond to how learners are ready to learn CSE. It also implies that the policy goals need to frame the social, emotional, intellectual, and cognitive development of early grade learners in any proposed CSE intervention. There would be direct links between expected development stages and what teaching, learning, and assessment is proposed by the development process.

2.3.3 Importance of Comprehensive Sexuality Education for early grades

By teaching appropriate content in the foundation phase, learners are exposed to relevant and age-appropriate content, good decision-making, and good values and attitudes that will support decisions about their sexual and reproductive health later in their lives (Kirby, 2011). Francis (2011) in Beyers (2013) states that teaching about sex and sexuality empowers learners to establish healthy attitudes towards sexuality education. The intention of equipping young learners in the foundation phase with appropriate and relevant knowledge and skills is to strengthen what decisions they will make about their own sexual behaviour and so reduce their own risky behaviour later as adolescents. Baxen and Breidlid (2009) suggest that providing children with sufficient knowledge may serve to delay their sexual debut and enable them to make informed decisions regarding their sexual practices and behaviours. The merit of including SE in the curriculum is further supported by UNESCO (2009). They note the significance of addressing sexuality and gender issues in all stages of schooling (UNESCO, 2009).

Explicitly stated is that the provision of quality Comprehensive Sexuality Education has been identified as a game changer to accelerating prevention of child sexual abuse (DBE, 2017). Ahmed *et al.* (2009) and Thaver and Leao (2010) agree that the integration of sexuality education in the school curricula has been considered favourably in many countries, including South Africa. It has the potential to be one of the most important and effective mechanisms for making children knowledgeable and aware of sexuality education.

According to UNESCO (2015), for the effective teaching of CSE content, the content must respond appropriately to the specific context and needs of young people. This adaptation of the content is central to culturally relevant programming and includes understanding the messages that cultures convey around gender, sex, and sexuality. Depending on the age and grade level of learners, the content of CSE should be adapted accordingly. The content of the CSE curriculum for young learners between the ages of 5-8 years mainly focuses on relationships; friendship, love, tolerance, inclusion respect, acceptance gender (UNESCO, 2018). Similar to all curricula, CSE must be delivered in accordance with national laws and policies.

2.4 RESPONDING TO THE INTERNATIONAL TECHNICAL GUIDANCE FOR SEXUALITY EDUCATION (ITGSE)

2.4.1 Structure of the ITGSE

The ITGSE, is not a curriculum but was developed to assist in the development and implementation of school-based and out-of-school based comprehensive sexuality education programmes. It provides guidance on the materials to be developed by education, health, and other relevant authorities for the teaching of CSE (UNESCO, 2018). It does not provide operational guidelines to countries wanting to adopt and include CSE into their curriculum or as a curriculum. It does provide international best practices to support curriculum developers to develop or adapt their curriculum so that it speaks to their own contextual realities; and so that their CSE intervention becomes responsive to their own needs (UNESCO, 2018; Kirby, 2011).

The ITGSE, which is supported by UNFPA (2015), recognises the diversity of different contexts but attempts to provide guided inputs for quality, acceptability, and ownership within a country context. The ITGSE suggests that countries, by their adoption of the guidance provided, determine their curricula needs, policies, and content. The structure of the ITGSE suggests the priorities in any country's CSE intervention, and

also suggest how to monitor the development process and product - the CSE intervention programme. There are seven sections in the ITGSE:

- Section 1-4 provides the definition and rationale for CSE, together with the updated evidence base and findings from various research studies
- Section 5 provides key Sexuality Education concepts and topics, together with learning objectives sequenced by age group; and
- Section 6 and 7 provides guidance on building the support for CSE identified for the contextual and programmatic needs and makes recommendations for delivering effective programmes, against criteria agreed to by all stakeholders

The evidence base for CSE has been consolidated and broadened by the increased emphasis on and global participation in CSE programmes. As the implementation of CSE programmes across various educational settings generates improved understanding and lessons learnt (UNESCO, 2018), the evidence emerging from implementation is more easily managed and analysed. This becomes a useful indicator for measuring the Sustainable Development Goals (UN, 2015). It also includes measuring for compliance of countries to the call for action to eradicate poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda.

2.4.2 Links to the Sustainable Development Goals (SDG)

The 2030 Agenda and its Sustainable Development Goals (SDGs) include an internationally agreed target that calls all countries to enhance Policy Coherence for Sustainable Development (PCSD) as a means of implementation that applies to all SDGs. Countries are increasingly recognising the need to break out of institutional and policy silos to fully realise the benefits of synergistic actions and effectively manage unavoidable trade-offs across SDGs. The proposed global indicator to measure progress on the PCSD target aims to capture the number of countries with mechanisms in place to enhance policy coherence for sustainable development. There is currently a need for more clarity about the type of mechanisms that can support institutional and policy coherence in implementing highly interconnected SDGs, as well as for developing practical guidance on how to achieve and track progress on SDG Indicator 17.4.1. at the national level (OECD, 2018). The implication of the SDGs calls to action to provide rights-based, gender-based, and multi-sectoral CSE programmes is that the health-promoting interventions, instituted by the DBE to provide support to

its own policy, will consider how classroom-based CSE materials are aligned to the spirit of the SDGs.

The significance of being able to link improved focus on CSE and the SDGs is that the SDGs now offer a new global development framework within which the scope, position, and relevance of sexuality education should be understood (UNESCO, 2018; IPPF, 2016). The global challenge for countries is one of ensuring that their government policies and programmes reflect the agenda for ensuring sustainable development and express how they will institutionalise their policies, monitor for efficient implementation, and report back on progress. Policies and implementation guidelines best describe a country's intention so that they are able to balance their economic, environmental, and social needs (United Nations, 2015).

2.5 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)

Sexuality Education content and concepts are located in the subject Life-Skills (LS) in the foundation phase (grades R to 3) and intermediate phase (grades 4 to 6), and in the subject Life Orientation (LO) in the senior phase (grades 7 to 9) and Further Education and Training (FET) phase (grades 10 to 12). The DBE recognises through the CAPS that Life-Skills and LO are central to the holistic development of learners. Life-Skills and Life Orientation are mandatory subjects in primary and all secondary schools. Francis and DePalma (2014) agree that the sexuality education can feature in this subject. In the LS/LO CAPS, HIV and SE can be studied under the heading Personal Well-being. To address topics of sexuality education, the DBE has included topics within the CAPS content such as My Body, Relationship, Gender and Power (DBE, 2011a; DoE, 2002).

Vanwesenbeeck *et al.* (2016) argue that although there are barriers to Sexuality Education's effectiveness, CSE's could be enhanced effectively if the many challenges in implementation and delivery could be addressed. This holds true for both developed (WHO, 2011), and developing (low income) countries (Rolleri, Fuller, Firpo-Triplett, Lesesne *et al.*, 2014). The relevance of this study would be - how far the proposed process provides guidance on deducing a classroom-based intervention from the policy goals. The converse would also be relevant in a country that has poorly defined policy goals, and how they would be able to strengthen policy goals to meet classroom implementation of a CSE intervention. For the South African context, the nature and

structure of the Life-Skills CAPS provides guidance on a proposed process for developing SLPs.

2.5.1 Nature of the Life-Skills CAPS

The nature and structure of the Life-Skills CAPS was relevant when finding alignment with what is proposed in the ITGSE (see Section 2.4). The alignment and teaching and learning will take into consideration age-appropriateness, knowledge-based, scientifically accurate, and culturally relevant learning programme that promotes CSE (UNESCO, 2018). Alongside the policy goals, the subject aims, skills, and content of CAPS provide a means for aligning a proposed CSE intervention with the ITGSE.

i. Specifying the general aims, which can be linked directly to policy goals:

The general aims of the South African curriculum spells out specifically that the curriculum *The National Curriculum Statement Grades R-12* gives expression to the knowledge, skills, and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives (DBE, 2011a; DBE, 2002).

ii. Principles underpinning the curriculum relevant to CSE:

The curriculum subscribes to and engenders principles that speak to human rights, inclusivity, environmental, and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability, and other factors. The principles allow for the values and attitudes to be reflected in the content of the CSE intervention.

iii. The specific subject aims for Life-Skills for the holistic development of the learners:

The Life-Skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. Through the subject learners are exposed to a range of knowledge, skills, and values that strengthen their physical, social,

personal, emotional and cognitive development, their creative and aesthetic skills, and knowledge of personal health and safety.

iv. Specific study areas provide structure to the subject content selection:

Through the study areas of Beginning Knowledge and Personal and Social Well-being, young learners' learning focuses on how to look after themselves and keep themselves healthy. This includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. The study area, Personal and Social Well-being, will help learners to make informed, morally responsible and accountable decisions about their health and the environment. The value of teaching learners, as early as the foundation phase, to make decisions about their own sexual and reproductive health through a structured CSE intervention is supported by Khuzwayo, Taylor and Connolly (2020); Haberland (2015); UNESCO (2015) and Fonner et al. (2014).

v. Expanding the skills development for supporting CSE

Kirby (2011) reports on the potential within Life-Skills Caps to align with the skills targeted in the ITGSE by focusing on developing the following main skills:

- **Developing self-concept skills:** self-knowledge, body image, self-esteem, self-acceptance, goal setting, self-management, stress and depression management, values, assertiveness in terms of self-belief, building resilience, emotional intelligence
- **Promoting the development of communication skills:** conflict resolution, negotiation, mediation and assertiveness, relationships, gender, human rights, refusal skills, resisting peer pressure, countering bullying, dealing with cyberbullying, the responsible use of social media
- **Identifying and targeting cognitive skills:** decision-making, problem solving, seeking protective factors, learning from experience, reflection, logical thinking skills, fact-finding and truth discerning skills; and
- **Providing opportunity to develop Health and well-being skills:** healthy lifestyle choices, avoiding and dealing with risks, preventing substance abuse, healthy sexual relationships, reproductive knowledge, and rights application, preventing communicable diseases, countering gender-based-violence,

opposing and reporting abuse, eating in a balanced way, getting enough sleep, getting regular physical exercise.

2.5.2 Contextual gaps in the Life-Skills CAPS

CSE is taught through the CAPS Life-Skills subject under the topics Personal and Social Well-being in the foundation phase (DBE, 2011a). Content and concepts related to CSE do not exist on their own but are integrated into the topics within the study areas in Life-Skills. Kirby (2011) states that the opportunities within CAPS are specific and limited for where CSE can be included. How CSE is to be incorporated into CAPS relies on an analysis of CAPS, the identification of where CSE content can be included, and what teachers will need to support the teaching of CSE.

Curriculum content in the learning programme in the foundation phase lays the foundational knowledge in the foundation phase, which underpins learning in the other phases (DBE, 2002). In his research, Kirby (2011) identified content gaps in sexuality education in the South African curriculum that prevents adequate and appropriate implementation of sexuality education as outlined in the *International Technical Guidance on Sexuality Education (ITGSE): An evidence-informed approach for schools, teachers and health educators*. He has identified that the South African CAPS specify broad topics to be covered during each grade, term and week, and the number of hours allowed for different topics but very limited information on CSE. Identifying gaps in content and then finding ways to address the gaps has further implications for teacher development. The table below indicates the gaps identified in the foundation phase curriculum and the recommendations on how to strengthen the CSE content in the curriculum.

Kirby (2011) examined the topics and sub-topics in the Life-Skills CAPS and mapped them out against the characteristics for effective programmes in the ITGSE Vol II (ages 5 to 8). The topics and sub-topics were not deconstructed into concepts that would be taught in units in a daily programme. In this study with participants, the researcher confirms that possible gaps were identified in the content. Whilst the study did not aim to provide a full analysis of the gaps that exist, understanding that there are gaps was a relevant step in proposing a process for developing a classroom-based intervention. The value was that if a full set of SLPs were to be developed, the full analysis of alignment and gaps would be critical for describing such an intervention (see Section 6.3.8.2).

The following emerged from the broad comparison done to motivate for further alignment with the ITGSE (Kirby, 2011):

Recommended by ITGSE, Volume II: Ages 5-8	Included in CAPS: Grades R-3
Families and marriage	Family, e.g., who belongs, what we do and celebrate
Friendship, love, relationships	Qualities of a good friend
Tolerance, acceptance, and respect in relationships	Manners, e.g., being kind and showing respect
Basic values	
Commitments	Children's rights and responsibilities
Peer pressure	
Decision-making	
Types of communication, e.g., communication; yes' and 'no'	Ways to communicate, saying 'no', good ways to express what we feel, how to say no to abuse
Help and support	People who help us in community
Gender	Jobs people do at home, jobs at work
Human rights	
Recognition of differences between male and female bodies (without spelling them out), changes during puberty	Body parts (sexual not specified)
Basic reproduction	
Body image	
Body rights and privacy, sexual abuse	Keeping body safe, "yes" and "no" feelings, safe and unsafe situations, how to say no to abuse
Expressions of love, sexual activity and maturity	
Basic rights and responsibilities of parenting	
Disease	
Rights & needs of people living with HIV	

Table 2-1: A Comparison of Topics Recommended to Be Covered in ITGSE Volume II (Ages 5-8) and CAPS (Grades R-3)

Table 2-1 shows where the alignment of SE content with CAPS is evident, as well as where there are gaps in SE content that is required for learning in the foundation

phase. The mapping will be used for planning what SE content gaps will be addressed across the foundation phase and used to make recommendations for addressing the gaps.

2.6 SCRIPTED LESSON PLANS

2.6.1 What are Scripted Lesson Plans (SLPs)?

According to the DBE (2019), the introduction of scripted lesson plans (SLPs) was a mechanism to support the teaching of CSE within the curriculum. SLPs were developed as Learner and Teacher Support Materials (LTSMs) that are designed to support teachers and learners to address important Sexuality Education topics in a systematic manner. To strengthen teaching and learning, the SLPs describe all the activities, the teaching and learning resources needed for the activities, as well as the duration of each activity, and the steps to be followed when teaching the content. Therefore, the SLPs guided curriculum and teaching time, teaching methods, and approaches, as well as what would be learnt and assessed.

Shalem *et al.* (2016) quote Davenport (2009) and Beatty (2011) when promoting that scripting lesson plans for teachers would provide curriculum resources, which could possibly deepen teachers' subject matter knowledge, provide relevant pedagogical content knowledge and scope knowledge of how learners thinking develops, in particular circumstances where teachers are poorly qualified or trained. For many teachers, CSE knowledge and the appropriate teaching methodologies and approaches would be unfamiliar and not what they would have been trained on (Venketsamy, 2018; UNFPA, 2015; Wood, 2013).

The Life-Skills CAPS, through the Annual Teaching Plan (ATP), provides the content to be taught per term and per week for the different study areas, but it does not define the detailed concepts to be for CSE nor does it guide teacher planning or assessment. UNFPA (2015) expressed that the SLPs are comprehensive lessons and activities, with assessment tasks, that will help teachers to teach against the Life-Skills and Life Orientation Annual Teaching Plans (DBE, 2011a). Kirby (2011), supported by Kinnear (2018), asserts the need for clear conceptual progression across the grades in the foundation phase to be spelt out so that teachers are comfortable and confident to teach Sexuality Education in the classroom.

Clear indication on the value of SLPs as an intervention for the inclusion of CSE within Life-Skills CAPS is provided in the next section.

2.6.2 Value of Scripted Lesson Plans

According to Venketsamy and Kinnear (2020), scripting what teachers must teach ensures that content is aligned with CAPS, in which assessment tasks are relevant and focused on measuring learner performance. Scripting for learners ensures that appropriate learning styles for Sexuality Education content can be selected. Implicitly, parental knowledge and support is developed to support teaching and learning in the classroom. SLPs also provided the content parameter within which a teacher would teach content that they may not yet be familiar with or which may test their comfort levels in the classroom (DBE, 2019).

To guide teaching and to build the confidence and comfort levels of teachers to teach what may be perceived as difficult content, SLPs can be developed and provided to teachers in the foundation phase. Scripting what teachers must teach would ensure that content is aligned to CAPS, assessment tasks are relevant and focused on measuring learner performance, and that teachers have the relevant resources to teach the Comprehensive Sexuality Education content. Scripting for learners allows for appropriate learning styles for Sexuality Education content to be selected. Learning activities can include materials that learners could share within their home environments and with their peers.

The value of SLPs is particularly important when considering what Ubisi (2020) asserts as CSE often being presented by embarrassed (Pound, Langford & Campbell, 2016), unconfident (Francis & DePalma, 2014), and poorly trained teachers (Wood, 2009). The SLPs will clearly guide teachers on the difference between sex education and sexuality education, and ensure that content remains age-appropriate, scientific, relevant, and developmental (UNESCO, 2009).

The role of the school management teams, and school governing bodies is spelt out in terms of providing curriculum support to the school and teachers (DBE, 2018). This would include the implementation of a CSE intervention aimed at supporting the implementation of the Life-Skills CAPS.

2.6.3 Planning structured activities

Teaching activities for the week and term for each grade is spelt out in the Annual Teaching Plan. Teachers teach what is in the Annual Teaching Plan and follow the format for activities provided (DBE, 2011a).

The SLPs would provide detail on the following elements of planning, as suggested by the Annual Teaching Plan, to guide the teaching of Sexuality Education include assessment tasks. Shalem, Steinberg, Koornhof & De Clercq. (2016) quote NEEDU (2013) and Fleish and Schoer (2014) that SLPs are knowledge resources, which provides content directly to teachers and pace teaching and assessment systematically. Shalem, *et al* (2014) further proposes that SLPs would support teachers in poor performing schools on content upgrade. This would respond to Rooth (2005), who found that teacher knowledge on CSE content was poor; and supports Francis (2012), who states that structured guidance be given for teaching CSE.

2.7 SUMMARY

In this chapter the researcher expounded comprehensively on the relevance of policy and policy coherence in support of an effective CSE intervention. The importance of CSE and ensuring that a CSE intervention is relevant, age-appropriate, and structured to the early grades was discussed. The ITGSE and the importance for CSE within the Life-Skills CAPS was described. A detailed discussion followed on the value of the ITGSE, it's structure, topics and sub-topics, and learning outcomes as a guide for possible alignment with the Life-Skills CAPS. The structure of the Life-Skills CAPS was detailed so that a mapping process between the ITGSE and the Life-Skills Annual Plan was made possible in Chapter 5.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In Chapter 2 an in-depth literature review provided a conceptual framework that dealt with the concepts relevant to the study. This chapter will provide the theoretical framework, which will show the relationship between the concepts and factors described in Chapter 2 and show how conceptual links and relationships helped explore the research problem (Grant & Osanloo, 2014).

According to Ferreira, Ebersöhn and Botha (2012), a theoretical framework provides an overview of perspectives and research results with reference to the proposed topic. Ravitch and Carl (2016) further concur that the theoretical framework brings together existing knowledge and previously formed ideas about a phenomenon, the epistemological dispositions of the researcher, and the analytic approach or lens through which the researcher wants the study to be seen. Through the theoretical framework researchers can situate and contextualise formal theories into their study. Grant & Osanloo (2014) support Ravitch & Carl (2016) by proposing that the theoretical framework serves as the focus for the research and that it is linked to the research problem; and so, it guides the research design and data analysis plan selected for the study so that the research can be considered a scholarly and academic contribution. For this study, the theoretical framework used was the Behaviours-Determinants- Intervention (BDI) Logic model

3.2 RATIONALE FOR THE BEHAVIOURS-DETERMINANTS-INTERVENTION (BDI) MODEL

The BDI model is a useful tool for the designing, strengthening, and evaluating programmes aimed at reducing sexually risky behaviours, pregnancy, HIV, and other STIs (Rolleri *et al.*, 2014; Kirby, 2012). To address the primary research question ‘How can the early grade Comprehensive Sexuality Education SLPs be aligned to the ITGSE to support the implementation of CSE in the Life-Skills CAPS’, the theoretical framework would explore and motivate for a process that would model how the development of a classroom-based, curriculum-focused Comprehensive Sexuality Education programme can happen within the Life-Skills early grade curriculum.

A process recommended from this chapter will align a curriculum development process for Comprehensive Sexuality Education to national policy. The process will address the identified health goals and targeted behaviours as described in Chapter 2, as well as the support to teachers to identify contextual factors that need to be considered when teaching Sexuality Education concepts. This chapter aims to propose such a process.

According to WHO (2011), a health intervention addressed in an education programme, requires that the policy spell out what plans and actions need to be undertaken to achieve specific health (care) goals within a society or social context. The health goals should be clear, measurable targets of what behaviours or outcomes are to be changed so that Comprehensive Sexuality Education can be made mandatory in both for primary and secondary schools, with clearly set minimum standards and teaching outcomes after the intervention (WHO, 2011). UNFPA (2015) makes clear links between the focus on specific behaviours related to health goals and the need to address psychosocial risk and protective factors through classroom-based activities that mitigate risks identified in a specific context.

The UNFPA (2010) supports evidence provided by Kirby, Laris and Rolleri (2006) who conducted studies in both developed and developing countries, which showed that a purposeful focus on sexual and protective behaviours in a curriculum-based Comprehensive Sexuality Education intervention can change risky sexual behaviours. The findings by the UNFPA (2010) provides evidence that a Comprehensive Sexuality Education intervention is effective in decreasing risk factors to the sexual and reproductive health in young people when the intervention is delivered through a rights-based, curriculum-focused programme offered by trained staff, applying participatory teaching and learning approaches aimed at developing knowledge, skills, attitudes, and self-efficacy.

The DBE (2019) proposes scripted lesson plans (SLPs) as the intervention that will strengthen the teaching of Comprehensive Sexuality Education in the curriculum so that there is impact on the health goals and targeted behaviour change spelt out in the National Policy on HIV, STIs, and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018b). The approach to developing SLPs as an intervention for incorporating a focus on health goals, targeted behaviour change, and teaching to identify risks and

protective factors is based on the Behaviours Determinants Intervention (BDI) model proposed by Kirby (2004; 2007; 2011)

There is currently no process proposed for the development of SLPs for the early grades (grades R to 3); and hence no intervention that will link health goals and behaviours to be changed as early as the foundation phase and classroom practice. Without a properly designed, targeted development process there will be no evidence of an early grade intervention to change risky behaviours later during adolescence. The BDI is proposed as the model that will best support the process for developing early grade SLPs aligned to the CAPS, as well as the ITGSE.

This chapter will explore and map the process of developing an early grade intervention for teaching Comprehensive Sexuality Education within the Life-Skills Curriculum and Assessment Policy Statement.

3.3 THE RELEVANCE OF THE BDI MODEL TO THE SOUTH AFRICAN CONTEXT

There are different logic models that can be used for designing, strengthening, and evaluating programmes put in place to reduce sexual adolescent behaviours (Mills, Lawton & Sheard, 2019). The BDI model has an impact on how young learners will behave and make decisions during their adolescent years. Baxter, Blank, Woods, Payne *et al.* (2014) further support that logic models are called causal models or path models (Kirby, 2004), and typically adopt a left to right flow of 'if...then' propositions or theory of change, which illustrate a mapped process of reasoning that underpins how interventions lead to immediate (or short term) outcomes and then to longer term outcomes and impacts.

The value of using logic models to develop programme interventions is that they provide a process map that specifies the causal pathways between the behaviours being targeted and the programme intervention put in place to impact those behaviours (Mills, *et al.*, 2019; Kirby, Coyle, Alton, Rolleri and Robin, 2011; Kirby, 2007;). Logic models are effective when based upon the best available data and evidence so that they are specific, contextual, and responsive to a specific need (Kirby, Laris & Rolleri, 2006). In this way they are not misleading or unfocused but specific to need and context. Logic models are graphic depictions (Kirby *et al.*, 2011), that show clear and concise linkages and causal mechanisms, which a specific intervention follows to affect a behaviour, and in so doing helps achieve set health goals. Kinnear

(2018) found that foundation phase teachers in the research sample recognised the value of a defined process that linked the teaching and learning appropriate content within Life-Skills to achieve the health goals towards creating safe, healthy learning environment in schools. The process proposed by this study proposed a logic model so that teachers find the links between policy objectives and classroom practice, using the health goals and targeted behaviours.

Rolleri *et al.* (2014) quote Kirby (2004) on the relevance of the elements of Behaviours-Determinants-Intervention (BDI) to provide causal linkages between health goals, targeted behaviours related to those health goals, their determinants, and the described intervention as components of the BDI model. The role of each element in a process for the early grades is explained below.

According to Rolleri *et al.* (2014), the four elements of the BDI model, designed by Kirby (2004), is diagrammatically represented as follows:

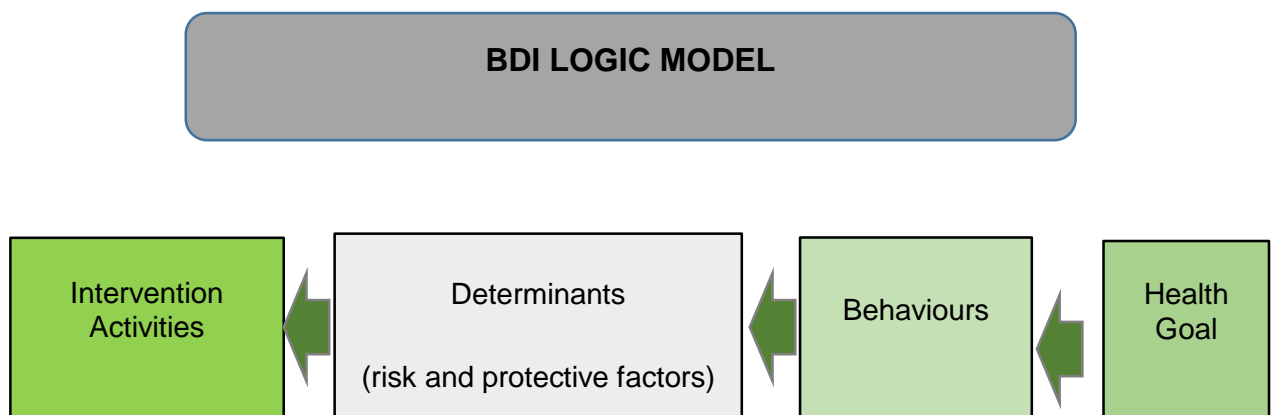


Figure 3-1: BDI Logic Model (Kirby, 2004)

Each component of the BDI model is linked and together are used to describe a process that sees the development of a process proposed by this study to make the intervention relevant in the classroom. The researcher posits that the BDI model allows for linking policy with what would be needed to impact positively on behaviour change in the early grades through structured focus on classroom teaching, learning, and assessing of CSE. This study proposes how (process) this could be done through a structured process of development for the early grades.

Kirby (2004) proposed four steps for creating the logic model that allows for the intervention to be described based on the health goals, targeted behaviours and the determinants.



Figure 3-2: Fours steps for developing the logic model (Kirby, 2004)

How the BDI model will be phased and used depends on what the theory of change (Section 3.2) will be drafted to ensure that the health goals are achieved. The interrelatedness of the four steps is discussed below.

Sections 3.3.1 to 3.3.7 provides the process mapping for guiding classroom teaching and learning of Comprehensive Sexuality Education in the early grades.

3.3.1 Identifying health goals

The BDI model strongly emphasises the importance of clearly spelling out the health goals and behaviours being targeted, what the determinants of those behaviours are and then proposing the interventions that will strengthen programmes, as early as in the early grades, which are aimed at influencing and reducing risk in adolescent behaviours (Kirby, 2004; UNESCO, 2009; UNESCO 2015). Robinson and Davies (2016) recognise that developing sexual literacy and building respectful relationships early in life builds foundational understanding of sexual health and well-being later in adolescence; and it provides a more comprehensive effort to improve adolescent reproductive and sexual health outcomes (Woods, 2013).

The researcher proposed a diagrammatic process for expanding on the health goals stated within the DBE National Policy on HIV, STIs, and TB for Learners, Educators,

School Support Staff, and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018a).

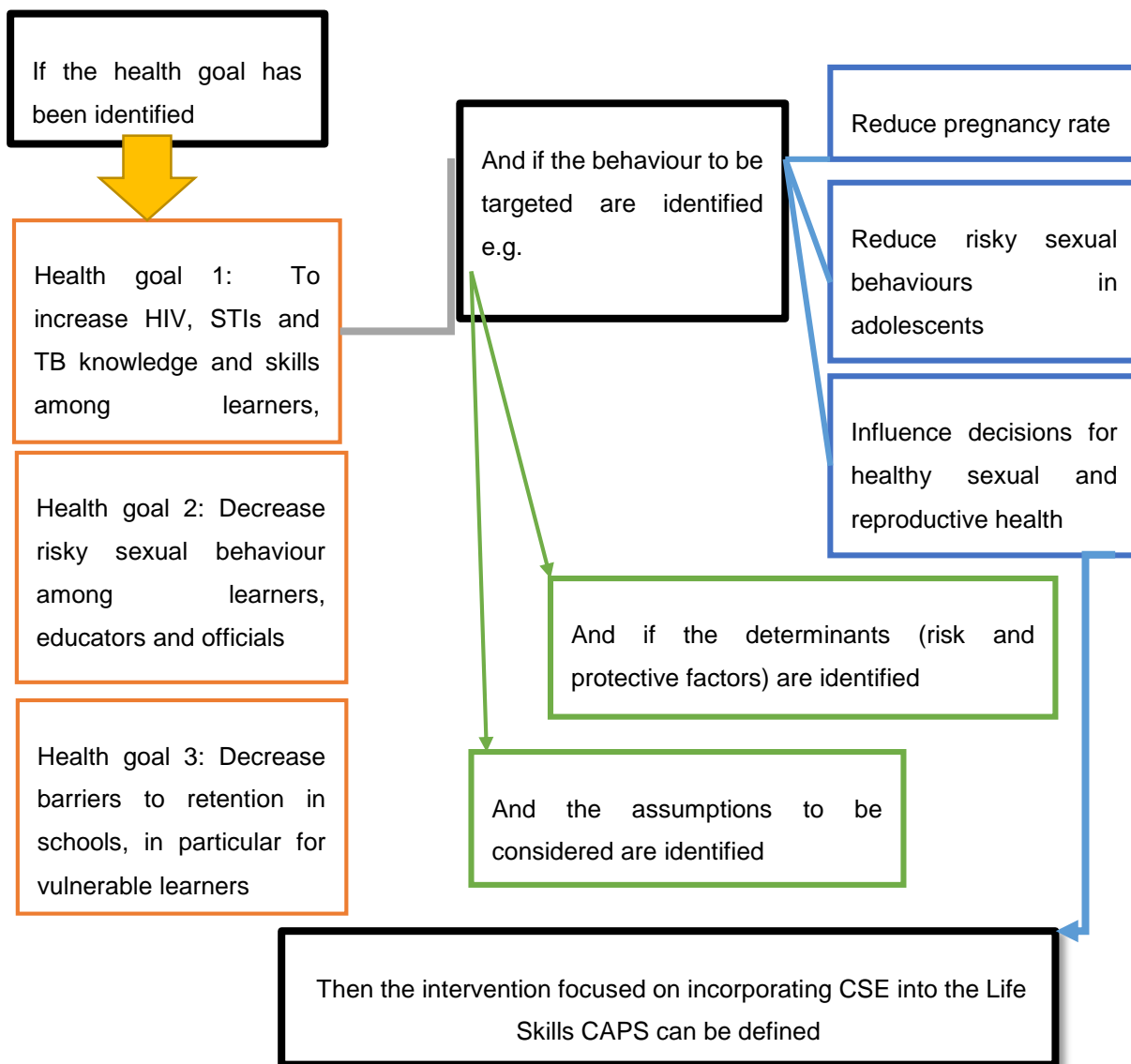


Figure3-3: Role of health goals in determining behaviours

From determining what the health goals want to achieve, and by stating the behaviours to be targeted, it is necessary to state what some of the assumptions are for determining the intervention. For a school-based intervention, how health goals are linked to specific school contextual factors are important (Venketsamy & Kinnear, 2020; Vanwesenbeeck, 2016). The contextual factors include cultural factors (Kirby, 2011; Cohen, Manion and Morrison *et al.* 2017) in Baxen & Breidlidd, 2009), social

context (Wood & Rolleri, 2014), socio-economic factors (Keogh *et al.*, 2018; UNESCO, 2018), and their impact on how Comprehensive Sexuality Education content is appropriate to the context and hence, impact on learner needs (UNESCO, 2016; Kirby, 2011; Francis, 2010). In particular, the role of the school as reflective of community values and context (Kirby, 2004), and the researcher asserts that the social and cultural context within a community influence the internal school context.

According to Auriacombe (2011) the central idea in developing a theory of change is making assumptions explicit as they reflect deeply held ideological perspectives, values, and norms. These include making explicit issues related to the context and environmental factors, which Vogel (2012) posits would impact on the theory of change, but which cannot be controlled. Significant for the theory of change against which an intervention is developed in the South African context, is that offering the same curriculum content is bound to be challenged by the huge economic divide across all schools in the system (UNFPA, 2015). Ahmed *et al.* (2009) and Thaver and Leao (2012) identify broader political and socio-economic factors that are key to the success of intervention programmes but cannot always be controlled, and that impact on how the intervention is delivered. To ensure a purposeful inclusion and focus on local contextual factors linked back to broader political and socioeconomic factors, this study proposed to use structured group discussions with Life-Skills teachers and subject advisors to identify those contextual factors that would need to be explored as part of the process of developing a school-focused intervention.

The process of developing a school-focused intervention followed a process flow or process mapping that provided guidance to educators and subject advisors on the process to be followed from health goals to classroom activities. According to Halseth (n.d.), a process flow or mapping is a visual tool or aid for picturing the process to be followed to show what inputs, tasks, and steps are needed to produce a particular output (process). A process map encourages new thinking about what needs to be done, where it will be done, who will be involved, and what risks may be involved in the process (Halseth, n.d.; White & Cicmil, 2016). White and Cicmil (2016) propose that the mapping of the process allows for participants to engage both formally and informally; and that the socialisation between participants within a group is a key determinant of knowledge co-production and transfer. Process mapping helps the participants to visualise the process closely and guides decision-making and

agreement on the final process to be followed (Halseth, n.d.). The output of the process mapping was the process for developing classroom teaching and learning activities to support the teaching of sexuality education concepts in the early grades within the Life-Skills Annual Teaching Plan for grades R to 3 (Annexure 1).

3.3.2 Linking health goals to identified behaviours

The health goals linked to how a Comprehensive Sexuality Education programme will target behaviour changes later in adolescence and relevant to the study are spelt out in the policy outcomes. The key outcomes of the DBE National Policy on HIV, STIs, and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018a), which is aligned to the National Strategic Plan on HIV, AIDS, and STIs, 2017-2022 (SANAC, 2017), and responds to new global and local thinking on HIV, STIs, and TB, have the following key outcomes:

- Increase HIV, STIs and TB knowledge and skills among learners, educators and officials
- Decrease risky sexual behaviour among learners, educators, and officials; and
- Decrease barriers to retention in schools, in particular, for vulnerable learners.

The development of Scripted Lesson Plans (SLPs) has been identified as an intervention within the Curriculum and Assessment Policy Statement (CAPS) Life Orientation (LO) subject, which will identify what content and skills learners need to effectively make decisions about their own sexual and reproductive health and strengthen the teaching of Comprehensive Sexuality Education in schools (DBE, 2019). Scripted Lesson Plans have not yet been developed for grades R to 3. The proposed process mapping in Sections 3.3.1 to 3.3.7 links health goals and targeted behaviours to learning content and classroom activities (**Annexure 2**).

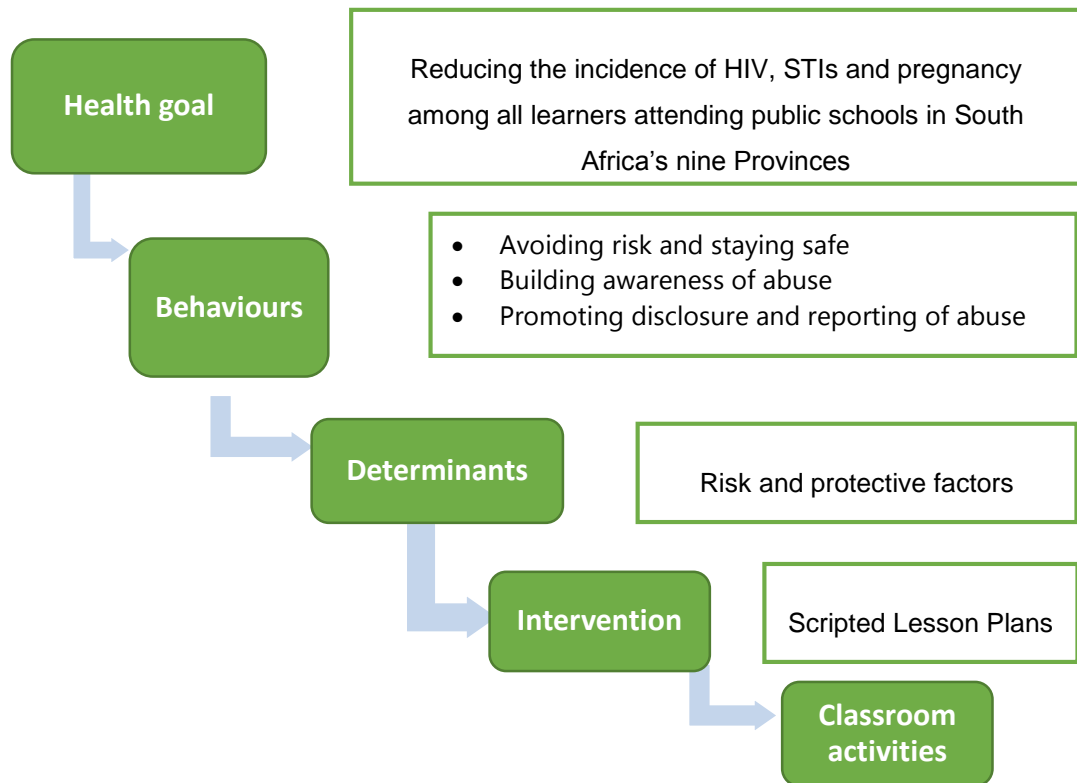


Figure3-4: How determinants link health goals to classroom activity development

3.3.3 Specifying the determinants

Adolescent behaviours are influenced by a variety of factors which, in turn, are dependent on differences in relationships, settings, cultures, and economic conditions (Vanwesenbeeck, 2020; WHO, 2015; UNFPA, 2015; Kirby, 2007). An early grade intervention would require that the behaviours targeted as early as possible would impact on later behaviours as adolescents. These factors are called 'determinants' as they determine or influence individual behaviours. The factors that determine behaviours can be either positive or negative, and depending on their effect, they are often referred to as risk or protective factors. These factors affect or influence how the behaviour to be addressed is targeted (Kirby, 2011). Kirby (2011) further states that risk and protective factors as those variables that hinder the process of developing certain competencies. Risk factors are those contextual factors that impact on or retard the progress of achieving positive outcomes. Conversely, protective factors reduce the negative impact of a risk factor.

The determinants, if linked to behaviour, then also have causal links to the health goals (Kirby, 2004; Kirby, 2011).

Relevant factors include both risk factors and protective factors, which may be equally important in terms of their relevance. Risk factors are those that encourage behaviour, which could result in a pregnancy or sexually transmitted infections (STIs) or conversely discourages behaviour that could prevent them. Protective factors are those that discourage behaviour that could lead to a pregnancy or STD or that which encourages behaviour that can help prevent them. Simply put, as the number of risk factors in a teen's life increases and/or the number of protective factors decreases, the likelihood that he/she will have sex, become pregnant/cause a pregnancy, or contract an STD increases (Kirby, 2007). Risk and protective factors become determinants of the kind of CSE intervention that would be described. In identifying these factors, it would be useful to consider what other barriers would need to be considered before all risks to address issues related to CSE implementation could be mitigated.

Some determinants, such as age, sex, beliefs, and attitudes relate to the individual, while others relate to peer, family, community influences, and the broader socio-economic environment (UNESCO, 2018; WHO, 2015; UNFPA, 2015).

3.3.4 Barriers to effective implementation

Several other factors impact on the fidelity of implementation of a CSE intervention. According to IPPF (2017), context specificity of program content is another prerequisite in programme effectiveness. Vanwesenbeeck *et al.* (2016) highlighted that there are barriers to CSE implementation that impact on the effectiveness of the intervention. Those highlighted within the diagram below have implication for this study and were used to determine the factors to be included in the research questions.

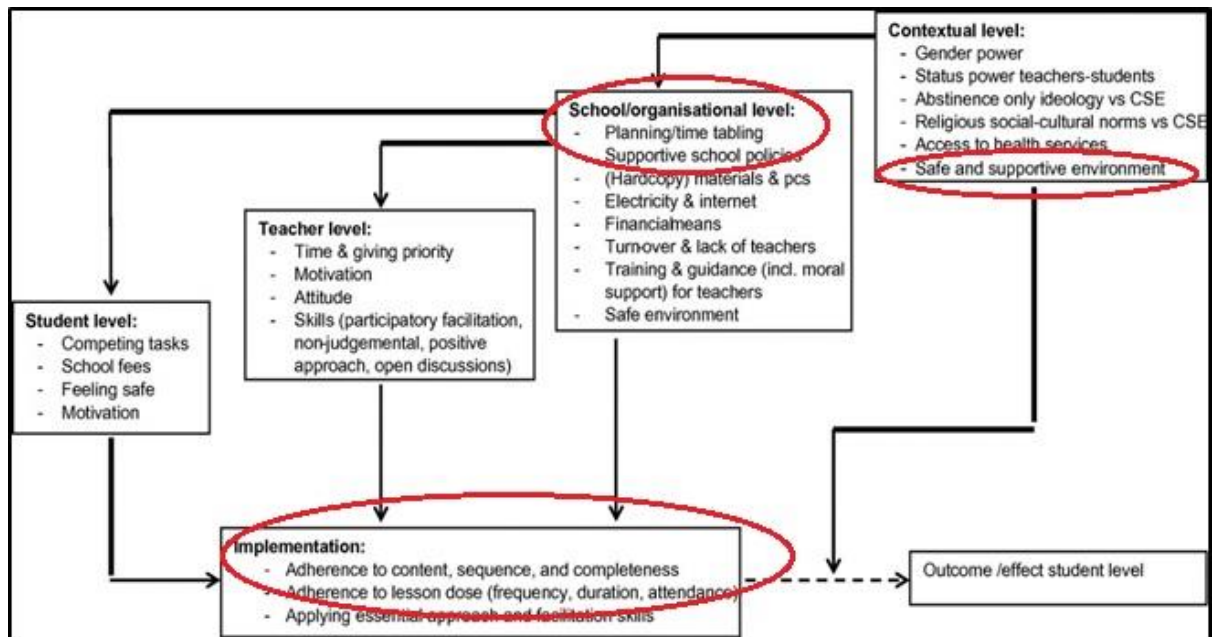


Figure 3-5: Barriers to CSE implementation and effectiveness (Vanwesenbeeck et al., 2016)

Chau, Traore, Seck, Chandra-Mouli, & Svanemyr (2016) and Svanemyr *et al.* (2015) agree with Vanwesenbeeck *et al.* (2019) agree that the significance of addressing the barriers to effective programme development is so that implementation, delivery, and scale-up of CSE remains responsive to policy and contextual needs. This would increase support for and reduce resistance toward CSE in schools.

3.3.5 Nature of the interventions

DBE (2019) has selected to develop SLPs to strengthen the teaching of Comprehensive Sexuality Education in the curriculum, but also recognises that the main aim of addressing CSE through SLPs is to ensure that learners build an understanding of concepts, content, values, and attitudes related to sexuality development so that there is sexual behaviour change and awareness of making choices for safe and healthy reproductive lives. The SLPs are designed to assist teachers and learners to address important content and topics within the Life-Skills curriculum.

According to the UNESCO (2018), effective Comprehensive Sexuality Education programmes increase the schools' (institutions) capacity to provide quality Sexuality Education to learners and increase the preparedness of educators to teach difficult Sexuality Education content. This is supported by Venketsamy and Kinnear (2020), who suggest that strengthening teachers' knowledge and understanding of Sexuality

Education content ensures teaching of relevant and age-appropriate content towards impacting on changing behaviours and attitudes of learners as early as grades R to 3. An early grade intervention will address the concerns by the DBE (2019) that early sexual debut increases risky sexual behaviour amongst adolescents, which is accompanied by poor educational outcomes, mental health issues, and increased vulnerability to sexual violence. Kinnear (2018) reports that educators themselves recognised risky sexual behaviour as a factor that could be addressed as early as between grades R and 3; and understood a theory of change that linked clearly stated health goals and targeted behaviours with a classroom-based intervention like SLPs for guiding teaching and learning of sexuality education.

3.3.6 Logic models and theory of change

A theory of change defines long-term goals and then maps the process to identify necessary preconditions or determinants to be considered for the intervention (Kirby, 2004). According to Vogel (2012) a theory of change employs taking an outcomes-based approach to specifying the design, implementation, and assessment of the efficacy of initiatives and programmes intended to support change in a context. Kirby (2011) proposes that the key focus of the BDI model is that it provides an evidence-based approach regarding how curriculum activities can improve the (risk and protective) factors impacting on behaviour and in so doing describe the theory behind the identified factors.

UNESCO (2018) expounds on the role of evidence of targeted behaviour change being used to inform the development of relevant policies, as well as to improve national curricula to drive the development and implementation of CSE programmes. This proposes that well-developed national policy can be directly linked to national strategic plans and policy frameworks for addressing sexuality education, HIV, and relates sexual reproductive health issues (UNESCO, 2009). To support the need for a coherent and comprehensive focus on CSE in national policy and school-based CSE programme development, Keogh *et al.* (2018) provide the challenges for CSE programme implementation. These authors make strong recommendations for nationally coordinated, contextually adapted, resourced CSE policy, programme development and implementation. It is argued that appropriately developed and implemented programmes will impact on adolescent sexual and reproductive health. Keogh *et al.* (2018) state that there is evidence that adolescents can be helped to

achieve their full potential and realise their sexual and reproductive health and rights if taken through focused, targeted, outcomes-based school-based CSE programme.

According to the researcher, the relevance of the *National Policy on HIV, STIs and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector* (DBE, 2018), as a multi-sectoral and integrated policy, lends itself to drafting a theory of change for addressing the social and health needs identified, which the SLPs intervention will address. According to Kirby *et al.* (2011), an intervention proposed and institutionalised needs to provide the links between behaviours with health goals and determinants. Kinnear (2018) reported that teachers agreed if the health goals are clearly stated and translated into targeted behaviours that want to be changed, then the classroom-based intervention can be clearly spelt out to guide the teaching and learning of Comprehensive Sexuality Education content.

The theory of change that will drive the application of the BDI models for the development of effective Sexuality Education programmes is formulated using the health goals and targeted behaviours (UNESCO, 2018; Wood & Roller, 2014; Kirby, 2011; Kirby *et al.*, 2006). According to Kirby (2011), the BDI model is built on the Social Learning Theory, which is grounded in the belief that human behaviour is determined by a three-way relationship between cognitive factors, environmental influences, and behaviour. This is discussed further in Section 3.4.1 below.

As important as the theory of change is for describing the intervention itself, making the theory of change clearly has efficacy for policy evaluation (Auriacombe, 2011). According to Vogel (2012), development outcomes are increasingly being spelt out to drive theories of change and to guide how intervention programmes are evaluated. Auriacombe (2011) further posits that the efficacy of a programme put in place to implement policy can be measured by how relevant, efficient, effective, sustainable, and impactful the programme is. The efficacy of the programme is spelt out in its theory of change. The theory of change underpinning the development of SLPs to support the implementation of the National Policy on HIV, STIs, and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector (DBE, 2018), is important for showing policy efficacy and impact in the classroom.

3.3.7 Learning theory associated with the BDI model

The BDI model is built on the Social Learning Theory (SLT), which is grounded in the belief that human behaviour is influenced by the relationship between cognitive factors, environmental influences (context), and behaviour (Wood & Rolleri, 2014; Kirby, 2011;). According to the Resource Center for Adolescent Pregnancy Prevention (ReCAPP, n.d.), SLT addresses personal knowledge, skills, attitudes, interpersonal relationships, and environmental influences that impact on sexual behaviour in adolescents. Further, an effective sexuality prevention program includes a focus on teaching youth specific behavioural skills without only focusing on cognitive (knowledge) learning (ReCAPP, n.d.). The SLT is referred to in this study mainly for the purpose of answering the secondary question; 'what professional teacher development strategies are required to support the implementation of the SLPs?' The process of developing early grade SLPs needs to measure teacher thinking on the impact of contextual factors on learner behaviours and the selection of content to be taught to address both the factors and targeted behaviours. How teachers make links between their own classroom contexts, social behaviours of learners, and what content could possibly influence behaviours and understanding is what the study will reflect.

The architect of the Social Learning Theory (SLT), Albert Bandura (1977), explains human behaviour as the relationship triad between cognitive factors, environmental influences, and behaviour. This continuous, reciprocal interaction is represented graphically as follows:

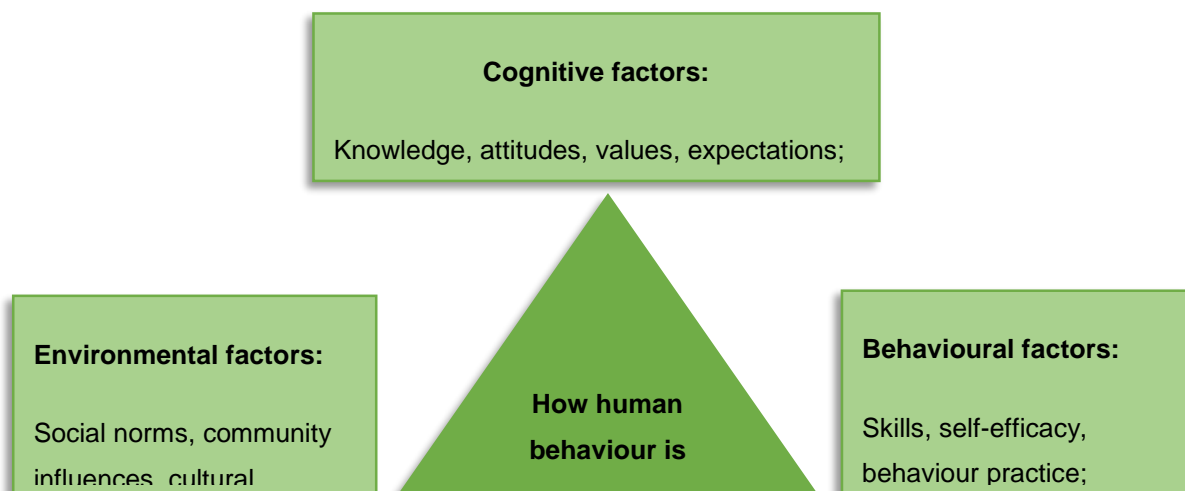


Figure 3-6: Factors influencing human behaviour (Social Learning Theory, 1977)

Following from recognising how environmental, cognitive, and behavioural factors impact on how the behaviours of learners may be impacted on, Francis (2012) posits that there is a link between how teachers teach sexuality education (approach), their own beliefs and values, and sexuality education content. Francis (2012) states that there is a strong alignment between sexuality education content in the curriculum and teachers' own values, attitudes, and teaching in the classroom.

Bandura (1977) recognises that social behaviour is learned by observing and imitating the behaviour of others and that motivation is both intrinsic and extrinsic. Learners learn by internalising information. Linking this to Kirby's postulation that providing learners with the opportunity to translate what they learn into key messages that guide them through the next experience, intrinsic motivation can be built by translating the behaviours into 'I-statements'. The I-statements convey the behaviours to be learnt and used. Learning activities emphasise instructional methods, the messages, and learning methods that are appropriate to the in age, culture, and behaviours of, in this case, the foundation phase learners (Sandowitz & Kirby, 2006; Bandura, 1977).

3.3.8 Implications of the Social Learning Theory on the foundation phase classroom

Considering the importance of SLT in relation to the selection of sexuality education content in the Life-Skills for the early grades and how teachers perceive their own contextual realities, using the BDI model helped scope a process for developing SLPs, which link the ITGSE and the Life-Skills CAPS (Kirby, 2011; Bandura, 1977). The process allowed for identifying key elements of a teacher development process for strengthening the inclusion of CSE in the curriculum. The interpretivist approach, which underpins this study, is concerned with how the social world is interpreted, understood, experienced using data methods, which generate data that is flexible and sensitive to the social context (Hughes, 2019). Together with the interpretivist approach, the BDI model proposes a process that allowed teachers to engage with classroom realities, school context, and teaching Sexuality Education content that targeted behaviour change.

According to Kirby (2011), once a health goal has been identified then there is a need to determine what factors (protective and risk factors) are relevant and may impact on achieving the health goal. An intervention can be described for facilitating or mitigating against those factors that will impact reaching that health goal. In the DBE policy

context, changing sexual behaviour is a focus of the health goal and is targeted from the foundation phase by providing age- and grade-appropriate knowledge, skills, and values on sexuality education. Later adolescent sexual behaviour can be influenced with early grade intervention.

The model facilitates later adolescent sexual behaviour being influenced through an early grade intervention by providing appropriate, relevant knowledge to learners as early as in the foundation phase.

The BDI model linked current policy with what would be needed to impact positively on behaviour change in the early grades, and how policy will influence practices in the classroom focused on teaching, learning, and assessing of CSE. At a school level, it does mean that there can be greater connection between health priorities and educational programmes related to CSE. The primary recommendations were about strengthening how CSE is taught, learnt, and assessed based in the early grades. The BDI model provides an evidence-based approach to identifying gaps in content and what support teachers would need for influencing how CSE is taught in the foundation phase. There is also an opportunity to identify the factors that would influence the community and parental understanding of content and how to support for CSE and associated behaviour change.

3.4 SUMMARY

The rationale for the BDI model as the theoretical framework for this study was provided. A step-by-step process that develops a process for linking the BDI model, the theory of change, health goals, targeted behaviours, and the identification of risk and protective factors was provided. This process was replicated during the research process with participants. The factors that impact on effective implementation of CSE was highlighted, and in particular the, need to address the role of the school context, were considered. Finally, the links back to the policy context and the need for policy coherence (expounded on in Chapter 2), were mapped.

The next chapter provides the rationale and exposition of the research approach, the research paradigm, the selection of participants, as well as the detailed data collection process used for the study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapter the researcher discussed the theoretical framework which was used as a lens to explore this study. The BDI model was discussed in detail and an argument was provided for its relevance and significance. This chapter outlines the research design and methodology used to gather data relevant to the study. Included in this chapter is a detailed discussion on the research paradigm, as well as the research approach and design suitable for the study. It also provides the procedures used to sample the participants and the research methods used for collecting data. The chapter further provides a thorough explanation of how the collected data was analysed. The chapter expounds on how issues of trustworthiness and ethical considerations are addressed in the study. The chapter concludes by outlining the limitations of the study.

For the most part of the research process, the study was conducted during the COVID-19 pandemic. The impact on the research process, how participants participated, and what decisions were made by the researcher to adapt the research methods are discussed below.

4.2 RESEARCH DESIGN

Creswell (2014) posits research design as the overall plan for how the conceptual research problem/s and empirical research in a study is connected and expresses what data is required, what methods are going to be used to collect and analyse this data, and how all of this is going to answer the research question. A research design functions as a blueprint of the way in which the research was conducted and allows for the research process to be authentic and relevant to the theoretical framework (Peniel, 2016).

According to McMillan and Schumacher (2014a), the research design is the different elements within a research process that is followed to conduct the research. A research design can use either quantitative or qualitative data. McMillan and Schumacher (2014a), further state that a research design is the process, which is followed to manage a study. This includes when the information related to the problem being

studied is obtained and used for planning and performing the study. It includes from whom the data is collected; under what conditions; and includes the way in which the results are reported and published.

Lichtman (2014) and Cohen *et al.* (2017) assert that a research design assists researchers define a set of steps or procedures that are fit for purpose and that they should follow in conducting research and for interpreting data within an interpretive framework. Research design assists the researchers to ground their research in a conceptual or theoretical model. McMillan and Schumacher (2014a) defines research design as the strategy that assists the researchers to decide how data will be presented. Lichtman (2014) suggests that the research design be decided to provide planning guidelines that will give order and direction to the research procedures, which will help ground the study in the conceptual and theoretical framework.

Denzin and Lincoln (2017) posit that the function of a research design is to ensure that the evidence collected enables the researcher to effectively address the research problem as unambiguously as possible. Most importantly, the research problem determines the type of design you can use for the collection of relevant data and data analysis, and not conversely (Creswell, 2014). Denzin and Lincoln (2017) further expound on the use of qualitative research that contributes to identifying research problems or situations where change is targeted by focusing on issues related to social justice. This is relevant to this study since it investigated how SLPs would respond to both health and education needs for addressing CSE in the early grades.

The primary research question: 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS' lends itself to a qualitative study. The study was conducted with practising teachers in the foundation phase and included teacher reflections of how their own contexts could be addressed through selection of relevant CSE content. Through the primary question, the researcher aimed to take a qualitative research approach so as to gather the opinions, perceptions, attitudes, and experiences of the participants (Nieuwenhuis, 2016), and not the views of the researcher (Creswell, 2014). Qualitative research is often used to support or prove an agenda which is naturalistic, constructivist, or interpretivist (Lodico, Spaulding & Voegtler, 2010). The qualitative approach is described further in section 4.4.4).

The researcher considered the various types of research designs before making a decision on using the multiple descriptive case study design. This design allowed for an interpretivist approach to the study. Collins and Stockton (2018) agree that case studies take a flexible approach to conducting qualitative research. They state that the theory can influence both the research methods, and the approach to analyse the data. Thanh and Thanh (2015) support the view of Cohen *et al.* (2017) who claim that using an interpretivist research approach, the participants' views, background, and experience help create reality during the research process. For this study, the researcher used focus group interviews to elicit the experiences, attitudes, and contextual influences of the participants understanding of how they think SLPs will align with the ITGSE content and bridge CSE content development in their classrooms. The focus group discussions provided the opportunity to consider the view of the participants around the natural links between the SLP and the ITGSE content. It also highlighted the content gaps in the Life-Skills curriculum in the foundation phase. Therefore, it can be argued that the choice of the multiple descriptive case study method provided a meaningful link between the qualitative research approach and characteristics of interpretivism.

The secondary research question in this study was, 'How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum?.' To answer this question, the researcher had to explore the gaps in the Life-Skills CAPS regarding the teaching of SE concepts. She also had to explore foundation phase Life-Skills teacher's personal understanding of CSE content in CAPS and how they would teach these concepts and content. For this reason, the researcher had to explore Life-Skills teachers' understanding, experiences and attitudes towards SE. This involved investigating where Sexuality Education can be taught within the Life-Skills Annual Teaching Plan for grades R to 3, as well as what teaching methods and assessment teachers require to effectively teach Sexuality Education. The topics and content within the ITGSE at appropriate age levels were used to recommend what sexuality education concepts could be included within Life-Skills. The findings were analysed, and recommendation provided in Chapter 6.

The use of case study design further supported this study by allowing teachers to share their own context into the discussion of SLPs and the ITGSE. They shared their personal classroom experience to align the content of the SLP and ITGSE. Wilson

(2014) agrees that educational research outputs increases when teachers are given the opportunity of sharing their personal context to align with the phenomena being studied. In this way, the researcher is of the opinion that the capacity of teachers was being built to be agents of change. The outputs from multiple descriptive case studies research design for this study, as indicated in the research questions, would therefore directly provide evidence for measuring to what extent SLPs respond to the ITGSE, as well as to the aims of the DBE policy for changing behaviours, impacting on the professional development of teachers, and strengthening teaching and learning in the classroom.

The research design included the paradigm, approach, and type of research. For this study, the researcher used several data collection sources. The researcher started with an in-depth literature review on interpretivism as the research paradigm for providing a philosophical basis. It was important to link the literature to all aspects of programme development to be able to answer the research questions. This is further explained in Section 4.2.1. The approach taken in this study was qualitative. A further exposition on a rationale, elements, and processes for conducting a study using the qualitative approach to doing naturalistic inquiry that allows for interpretation of the participant's own experiences is provided in Section 4.2.2. In-depth interviews and focused group discussions, both face-to-face and online, were conducted with the foundation phase Life-Skills teachers and district subject advisors who were selected to participate in the study as a research type. This is expounded on in Section 4.2.3.

4.2.1 The research paradigm

An outline of the research paradigm is an essential part of describing and conducting research. Nieuwenhuis (2016) defines a paradigm as the view that a person holds, which is influenced by the person's expectations of and convictions towards the fundamentals of what that person considers to be his/her reality. Thanh and Thanh (2015) agree with Morehouse (2011) that an interpretive paradigm allows researchers to shape both what they see and how they understand what they see.

For this study, interpretivism was used as the paradigm to underpin the research. Researchers using this paradigm seek to understand rather than explain. Cohen *et al.* (2017) advance that the role of the researcher in an interpretivist paradigm is to assist participants to understand, explain, and demystify social reality as they experience it

and to create links with the phenomenon being studied. The significance is that the researcher used the experiences of teachers and district officials and their understanding of SE within the Life-Skills CAPS to explore a process that would provide the alignment between Life-Skills CAPS and the ITGSE.

This study used Life-Skill teachers and district officials as participants, who could examine and provide a model for proposing a process that would align the Life-Skills CAPS content to the ITGSE. Adom, Hussein and Joe (2018) further propose that a conceptual framework of integrated concepts, variables, and problems attached with corresponding methodological approaches and tools, is systematised by the research paradigm used in a study. Thus, a paradigm implies a pattern, a structured sequence, a defined framework of related ideas, values, and assumptions (Grant & Osanloo, 2014; Lincoln & Guba, 2013). This thinking is useful for this study that aims to investigate the process for developing early-grade SLPs, which was to structure alignment between the CAPS curriculum and the ITGSE, and to assist teachers to related links in the concepts selected; how they teach in the classroom (approach), and constructing thinking that leads to a change in behaviour and decision-making later in life.

In this study, Life-Skill foundation phase teachers and subject advisors explored their own understanding of the gaps in the Life-Skills CAPS, with regards to SE concepts by investigating what content is set out in the ITGSE as age-appropriate, scientific, and contextual for the early grades (UNESCO, 2009). Maree (2017) explains this as a paradigm for qualitative research that focuses on people's social construction of ideas and concepts. Maree (2017) and Cohen *et al.* (2017) agree that the interpretivist paradigm tries to understand the subjective world of human experience, yet retain the integrity of the phenomenon being investigated, by getting to understand how the person understands the phenomenon 'from inside'.

The interpretivist research paradigm argues that humans construct their own meaning from social situations and that meaning is then subjected to interpretive processes (Thanh & Thanh, 2015; Cohen *et al.*, 2017). Ritchie, Lewis, Nicholls and Ormston (2013) postulate that researchers construct meaning and interpretations based on the meaning and understanding that participants have. Lin (2020) proposes that interpretivism and constructivism are closely related perspectives about how meaning

is constructed based on the natural world and one's live reality. Hughes (2019) and Denzin and Lincoln (2017); agree that there is a need to explore the 'lived experiences' of participants so that connections are made between the social, cultural, and historical aspects on participants' lives and what they are constructing knowledge about. Ritchie *et al.* (2013) assert value in the context within which the research is taking place and the meaning that is being constructed.

Denzin and Lincoln (2017) agree with Cohen *et al.* (2017) that basic assumptions or postulations (if any) relating to the research problem should be clearly stated as they underpin the research. In this study, the criterion for the selection of participants was that they were currently teaching Life-Skills in the foundation phase. The assumption was that if they were teaching Life-Skills, then they were familiar with the conceptual knowledge being taught for example, my body, the different body parts, relationships, healthy eating and exercise. The research highlighted any biases or differing values towards teaching sexuality education. Assumptions based on the subjective values and biases of the researcher or subjects being investigated in the study are known as axiological assumptions. According to Carnaghan (2013), axiological assumptions refer to the assumptions made by the researcher based primarily on the aim of the research and the process followed in trying to explain or understand what is being studied. The researcher takes on the research role based on what the assumptions are and works within a certain paradigm. Based on the paradigm and assumptions, the researcher selects data collection tools and methods (Maree, 2017).

The research paradigm helps to understand reality in four dimensions: the ontological assumption, which stipulates the nature (or being) of reality that is to be studied and that which can be known about it (Bryman, 2011; Nieuwenhuis, 2016); the epistemological assumption, which stipulates the nature of the relationship between the researcher and what can be known (Denzin, Lincoln & MacLure, 2017; Creswell, 2014) and how diverse epistemologies contribute to critical qualitative inquiry; the methodological assumption guides how researchers may go about practically studying whatever they believe can be known and involves participation, collaboration, and engagement (Scotland, 2012), and the axiological assumption, where during an investigation researchers themselves bring value to the study (Scotland, 2012; Denzin *et al.*, 2017). Collectively, the definitions suggest that researchers will approach their studies making use of a certain view of life and the world, a certain set of beliefs or

assumptions that will give direction to their research (Delpont, Fouche & Schurink, 2011). Mack (2010) provides an exposition of the main ontological and epistemological assumptions within an interpretivist paradigm. The research by Mack (2010) was used as an important reference for this study.

Ontological Assumptions	Epistemological Assumptions
<ul style="list-style-type: none"> • Reality is constructed indirectly based on individual interpretation; it is subjective • Researchers make their own meaning of events from how they interpret it • An event cannot be generalised but remains a distinctive occurrence • There may be varied and many perspectives on one incident • In social sciences meaning and symbols determine causation 	<ul style="list-style-type: none"> • Knowledge is acquired through a strategy that 'respects the differences between people and the objects of natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action' (Bryman, 2011: 64). • A theory is created from knowledge that is gained inductively • Particular situations give rise to the construction of knowledge; it cannot be reduced to simplistic interpretation • Knowledge is gained through personal experience

Table 4-1: Ontological and epistemological assumptions

The study aimed to expose teachers to constructing a realistic process for finding alignment between the CAPS and the ITGSE, and to construct their own understanding of how sexuality education would be included in their teaching. The further assumption is that taking teachers through this process, they would be able to describe the teaching methods and approaches that best suit the teaching of the 'new' concepts. Mack (2010) postulates that interpretivism is also constructivism in that it emphasises the ability of an individual to interpret a phenomenon and use that interpretation to construct meaning. Further, the word *interpretation* is defined as a way of understanding human meanings and their behaviour, in its natural setting, without interfering in the process (Thanh & Thanh, 2015; Mills, Durepos & Wiebe, 2010). Participants' own experiences allows the researcher to observe from within, although experiences and knowledge may vary across the group (Ritchie *et al.*, 2013; Mack, 2010)

The role of the scientist in the interpretivist paradigm is to create knowledge from their own understanding, to explain, and demystify the social reality as perceived and experienced by participants (Creswell, 2014). The participants in this study were

practising foundation phase Life-Skills teachers and subject advisors. They brought their own knowledge and accounts of the challenges experienced from their teaching, especially with regards to teaching sexuality education content, but did not have the conceptual links with the Sexuality Education concepts provided by the ITGSE (Kirby, 2011). Kirby (2011) reports that teachers needed to be provided with sexuality education content that was aligned to the ITGSE and mapped across each of the grades.

Brundrett and Rhodes (2013) argue that knowledge is constructed from multiple perspectives; and therefore, has elements of subjectivity. In this study, participants provided their own understanding of the gaps in the sexuality education content within the Life-Skills CAPS, and how the content could be taught. Associated with the content gaps Life-Skills participants could suggest the methodology that would best suit the identified content. Across the five schools selected in the two participating districts, varied contextual factors emerged, which included cultural influences, social views about sexuality education, and parental comfort levels amongst others.

Using interpretivism as a research paradigm helped the researcher to have an understanding of how teachers and subject advisors construct meaningful sexuality education concepts in the early grades. The researcher interviewed foundation phase teachers and district subject advisors in order to allow them to express their understanding of sexuality education concepts within the Life-Skills CAPS and to gain the extent of their understanding on the ITGSE content.

4.2.2 Research approach

Within an interpretivist paradigm a qualitative research approach was selected. Creswell (2014) argues that research approaches are the plans and procedures that start with broad assumptions, then leads to what methods of data collection are to be used, and then the application of analysis in more detail. The qualitative approach was selected taking cognisance of the philosophical assumptions underpinning the research, as well as the research design and research method that the researcher wanted to bring to the study. The researcher understood that qualitative research mainly makes use of non-numerical data (Johnson & Christensen, 2014)

Denzin and Lincoln (2017) propose that the use of qualitative research within the interpretivist paradigm takes an interpretive and naturalistic approach to its subject

matter and attempts to interpret or make sense of the phenomenon using the meaning people bring to them. According to Cohen *et al.* (2017) qualitative and interpretive research assist with extending the understanding of the scope and complexity of policy processes so that research supports policy implementation processes.

For this study a working knowledge of the relevant policies and processes within curriculum policy was created, for the researcher to gain an in-depth understanding of how the participants Life-Skills were able to identify what alignment and gaps existed in the content of the Life-Skills CAPS in response to teaching sexuality education. This gave the researcher the opportunity to make recommendations for what sexuality education content could be included in the Life-Skills curriculum in alignment with the ITGSE. This meant that the participants would be able to strengthen the policy context in a practical and structured manner.

Furthermore, the fact that Life-Skills teachers and district officials could create links between the content to be taught and the contextual realities, both within and outside the school, emphasised the role they had to play for ensuring effective policy implementation within the foundation phase. According to Thomas (2010), qualitative research is considered naturalistic and exceptionally suitable when studying educational phenomena in authentic educational settings, for example the school.

To guide the study, a qualitative research approach was used and helped collect empirical data, which the researcher used to answer the research question stated in Section 1.3.

4.2.2.1 Qualitative research

Nieuwenhuis (2016) states that although there are many types of qualitative research, all qualitative research is naturalistic as it focuses on natural settings where interactions occur. Creswell (2014) further states that qualitative research is a way to understand and investigate the meaning that people or groups of people attach to a social or human problem. In this study, foundation phase teachers and district officials provided their understanding of what gaps they identified in the Life-Skills CAPS for the teaching of Sexuality Education, and they provided contextual factors that would influence their teaching of this content in their own classrooms. The idea that both school context and how teachers used their context to identify what challenges they would face when teaching Sexuality Education was important, and is supported by

Lodico, Spaulding and Voegtle (2010) who refer to qualitative research as interpretive research and field research.

Using qualitative research, researchers are able to collect first-hand and in-depth knowledge about the phenomenon they want to explore. In this study the approach allowed the researcher to explore what the Life-Skills teachers and district officials within a group understood about the Sexuality education content gaps that existed within the Life-Skills CAPS and could ascertain directly from them how they thought the content could be taught across the grades in the foundation phase. At the same time, with this feedback from the participants, the researcher aims to obtain enough relevant data to expand on the theoretical assumptions that qualitative research is about being able to describe a cyclical process, within which meaning on concepts is created (Mack, 2010) rather than a single phenomenon. Atieno (2009) supports this thinking when he postulated that the process, rather than the outcomes or products alone, are the primary concern of qualitative researchers. This process was used to describe a curriculum development process for addressing gaps in content for teaching Sexuality Education within the Life-Skills CAPS. Furthermore, the approach also assisted in ascertaining from the participants what teaching strategies and methods would best support the teaching of the new Sexuality education content. The importance of this process was that relevant data and recommendations from what was explored in the classroom by the Life-Skills teachers and district officials could be used to feed into a policy refinement process and influence the inclusion of specified content within Life-Skills CAPS. This responds to Johnston and Christensen (2014), who assert that qualitative research is a bottom-up approach and that researchers collect information on processes and grounded theory from their engagement within focused groups.

McMillan and Schumacher (2014b) expound on the main characteristics of qualitative research.

The implications of what these characteristics meant within this study is provided in Table 4-2 below.

Characteristics of qualitative research	Implications for the study
Natural setting	The study was conducted in selected schools in the foundation phase with Life-Skills teachers in two different districts
Context sensitivity	<p>The researcher will consider how different Life-Skills teachers understand what gaps exist in Life-Skills CAPS for teaching Sexuality Education and how these impact on what they teach in the classroom</p> <p>The broader school context is considered through engagement with heads of departments and what support teaching Sexuality educations requires</p>
Direct data collection	Selected Life-Skills teachers for grades R to 3 and Life-Skills district officials were interviewed
Rich narrative description	The researcher recorded engagements with teachers and district officials during the focus group discussions and documented all perspectives on what content gaps exists in CAPS and what teaching methods and support are needed to teach effectively
Process orientation	The researcher sought to explore how Life-Skills foundation phase teachers understand the gaps in the Life-Skills CAPS for including Sexuality Education concepts across grades R to 3 and what teaching methodologies will support the teaching of Sexuality Education within Life-Skills CAPS
Inductive data analysis	The researcher first collected data from teachers through structured interviews in focus group discussions. The data was categorised against the topics and subtopics within the Life-Skills CAPS using methods proposed by Creswell (2014)
Participant perspective	<p>The researcher tried to understand the gaps in the CAPS content where Sexuality education can be taught, what content gaps in teacher knowledge for teaching Sexuality education effectively and what teaching methods support the inclusion of Sexuality Education in the CAPS</p> <p>The researcher understood the phenomenon from the perspective of Life-Skills teachers, school management through heads of department, and Life-Skills district officials who support teachers in schools</p>
Emergent design	<p>The researcher entered the study with no knowledge of the participants and the research sties</p> <p>The researcher started the study with the initial plan indicating the methodologies expected to be used. However, the plan was not cast in stone and could have be changed as the research progresses</p>

Complexity	The researcher is of the opinion that teachers' attitudes to teaching Sexuality Education can be strengthened by identifying the content gaps within the Life-Skills CAPS where Sexuality Education can be taught, by suggesting teaching methodologies and qualifying what support district officials can offer to teachers
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Table 4-2: Characteristics of qualitative research and implications for the study.
 Adapted from McMillan & Schumacher (2016)

4.3 RESEARCH TYPE

Case studies are in-depth investigations of a single person, group, event, or community. Typically, data is gathered from a variety of sources and by using several different methods (e.g., observations and interviews). Denzin *et al.* (2017) propose that case studies take an interpretive approach to studying phenomena and concepts within a specific context, allow for participants to bring subjective meanings from their own contexts to the interpretation of that phenomenon or concept. Wilson (2014); Johnson and Christensen (2014) agree that research in a specific, meaningful context brings stronger validity to the research study. Castillo (2018) states that case studies are a research methodology that combines individual and sometimes group interviews, with documented analysis and observations, where the emphasis is on obtaining a comprehensive understanding of how interrelated findings are in their natural every-day contexts.

To this study, the researcher made use of multiple case studies to explore and understand how Life-Skills teachers and district officials understood and perceived the alignment of Sexuality Education content between the CAPS content and the ITGSE. There was a need for deducing a process that would lead down from policy goals, identify targeted behaviours, and link risk and protective factors that was significant for this study. Thomas (2010) best describes the value of case studies for this research study when he describes that the research deals with a number of varied factors interacting together to produce something uniquely characteristic of the entity being studied. In this study, the process for developing a set of SLPs for early grade learning that is aligned to the ITGSE and that can be taught within CAPS is what was aimed for as the outcome of the case studies.

Creswell (2017) states that case studies can also involve multiple cases where more than one case gives insight to the phenomenon being studied. Creswell (2014) argues that better understanding and better development of a theory is built when multiple cases are investigated. To ensure this in the study, the researcher used purposive sampling (Section 4.3 below) to select school contexts in districts that would allow for a range of factors to be investigated. The foundation phase teachers and district officials brought a range of knowledge and understanding on what Sexuality Education gaps exist in the Life-Skills CAPS from their experience in teaching in a foundation phase classroom. District officials, who themselves were teachers, contributed to the data collected on the efficacy of teaching methodology for ensuring the Sexuality Education content is taught effectively.

The researcher was reminded by Thomas (2010) that the interest of interpretivism is to be able to evaluate and refine interpretive theories rather than to generate a new theory and that there are three different uses of theory in interpretive case studies. The three uses are explained as: theory for guiding the design and collection of data; theory as an iterative process of data collection and analysis; and theory as an outcome of multiple case studies. For the purposes of this study, the use of theory as an iterative process between data collection and analysis was applied in this research study. This will help respond to the primary research question 'How can the early grade Comprehensive Sexuality Education SLPs be aligned to the ITGSE to support the implementation of CSE in the Life-Skills CAPS?'

Yin (2011) expounds on the methods involved when using multiple case studies as a research type. Included as research tools for conducting case studies are questionnaires, structured and open-ended interviews, observation, document analysis, focus group discussions, and other unobtrusive methods. To support the use of multiple case studies as a research type, the researcher had selected to use focus group discussions as a research method (Section 4.4. below). The researcher also understood that in the framework of interpretive paradigm and taking cognisance of the fact that the data collection process would be an iterative one, other research methods could be used (Yin, 2011; Cohen *et al.*, 2017). For this reason, the researcher considered the use of document analysis and observation as contributing methods to the research process. This is discussed further in Section 4.3. With the impact of COVID-19 on the research study and with less access to participants than had

originally been planned, the researcher had to consider using different tools, like structured questionnaires and written responses, that would convey the planned questions of the focus group discussions to participants. The decision was informed by Denzin *et al.* (2017) and Ritchie *et al.* (2013) who agree that the contribution of individual perspectives, opinions and experiences lends validity to the study as much as individuals within a focused group would.

Thomas (2010) states that the value of using purposive sampling within case studies is to see whether common patterns emerge from investigating and documenting great variation are of particular interest and value in capturing the core experience and central, shared dimensions of a setting or phenomenon. This is expounded on further in Section 4.4.

4.4 RESEARCH METHODS

Brundrett and Rhodes (2013) explain the importance of understanding the difference between the terms ‘methodology’ and ‘methods’ because the terms are often used interchangeably and argue that the interchangeable use of the terms is an important challenge in the description of research study. Methodology as explained by Brundrett and Rhodes (2013) is the comprehensive description of what practices and processes are to be used to conduct the investigation of the phenomenon. Methods are explained as the description of actual approaches used in the research process to analyse data received from the investigation.

Maree (2017) agrees that methodology refers to the strategy pivotal to the choice and use of research methods, whereas methods are the specific techniques and procedures that are used for data collection and data analysis. A methodology is specific to the context, purpose, and nature of the research and its appropriateness needs to be determined so that valid generalisations and representations can be derived from data collected in a study (Thomas, 2010). Qualitative research methodologies are then typically used to study social and cultural phenomena within the social sciences (Thomas, 2010), which was particularly relevant to this study that was conducted in a school context. For the researcher in an interpretivist paradigm, interpretive methodology is directed at understanding a phenomenon from an individual’s perspective, investigating interaction among individuals, as well as the historical and cultural contexts which people inhabit (Creswell, 2014). This view is

supported by Yin (2011), who states that interpretivism is focused on collecting and collecting participants' viewpoints. These views are interpreted by the researcher to uncover their meanings, perspectives and explanations of the phenomena. In this study, the selection of research methodology and methods was influenced by the researcher's understanding that the research participants would bring evidence that is based on subjective perspectives and experiences (Brundett & Rhodes, 2013), and the use of lived experiences of the participants (Denzin et al., 2017; Lincoln & Guba, 2013). Thomas (2010) asserts that research is constructed with underlying philosophical assumptions about validity and knowledge development, including assumptions about the importance of selecting research methods appropriate to a particular study. Participants' experiences in the classroom and in their social contexts were significant in providing the basis on which recommendations for the inclusion of Sexuality Education within the Life-Skills CAPS for the early grades is to be made. How teachers teach difficult Sexuality education concepts and what changes to their teaching approaches they would make were significant in responding to the secondary research question 'How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPs in the early grades?'

Research methods in an interpretivist paradigm are subjected to relativism, which is the view that reality is individual and subjective, and differs from person to person (Henning, van Rensburg & Smit, 2011). Henning, van Rensburg and Smit (2011) in their exposition, that together with the observable phenomenon, participants' beliefs, values, reasons, and perceptions help construct their meaning and understanding of a phenomenon. That participants were able to explore the relationship between the content selection for CSE to respond to what gaps, behaviours, and health goals they needed to consider in their own environment was important to this study. The research and interpretation of findings was influenced by the social contexts (Henning *et al.* 2011). The importance of researching directly in the school context (as a unique context) was that teachers and the district officials could be regarded as researchers in their own right (Brundrett & Rhodes, 2013), and that participants' knowledge and practices' in their own contexts contributed qualitatively to the study. Teacher knowledge and perspectives provided significant evidence from their own contexts. This evidence from teachers' own knowledge, experience, and understanding of the CAPS content, alongside an in-depth literature study of CAPS curriculum and ITGSE

topics, guided the formulation of a response to the research questions and ultimately the research recommendation in Chapter 6.

To maximise the opportunity to work together with the foundation phase Life-Skills teachers and subject advisors, focus group discussions were selected. The purpose of using focus group interviews as a means of generating data, where the participants engage together on a common topic allows for rich data to emerge from group interactions (Montgomery & Knerr, 2018; Atieno, 2009). It can also be used to triangulate data using other sources (Thomas, 2010). Rahmi (2018) expounds on focus groups as expert panels meeting for a specific time with the aim of exchanging opinions, experiences, views, and knowledge on a set topic. Rahmi (2018) further states that focus group discussions is a method that is quick in terms of identifying core issues of a topic, allowing new or unexpected information to be safely explored within the group, and allows for values and attitudes that participants may have to be measured based on their responses. For the discussion on Sexuality Education content being new to the curriculum and to (foundation phase Life-Skills) teachers having to teach the content, the issue of teacher attitude, comfort levels, and confidence (Francis, 2012; Kirby 2011; Rooth, 2005), is a critical factor that needed to be explored.

Cohen *et al.* (2017) support Mack (2010) that taking an interpretivist approach and using naturalistic observation within a focus group, there is an opportunity to identify group norms to elicit varying opinions and perspectives, and to then use findings to interpret the phenomenon (Lin, 2020). Within an interpretivist paradigm, Cohen *et al.* (2017) state that participants are immersed within the research environment and are able to make meaning about the phenomenon using the perspectives that emerge from others in the group. This is facilitated by focus group interviews that are less structured and more open-ended (Thomas, 2010), and with less structure imposed, the interaction within the group delivers data useful to the investigation (Ritchie *et al.*, 2013). Considering this, the primary research question 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAP,' was answered using four secondary questions that anticipated the different focus ideas to be addressed by the findings of the research study.

Focus group interviews are effective in exploring participants' attitudes and comfort levels. Kinnear (2018) argues that participants, when asked about the inclusion of Sexuality Education concepts in Life-Skills CAPS, displayed different dispositions, attitudes, and comfort levels in terms of their teaching of Sexuality Education content. Mack (2010) argues that participating in focus group discussions allowed for dynamic conversations and reactions from all participants. The researcher was able to participate in the focus group discussions and guide the general reflections of participants' own experiences of teaching SE. The role of the researcher as a participant observer is further explained in Section 4.4.3.

Rahmi (2018) raises that focus group interviews do have limitations in that it is possible to introduce bias into the research process if the sampling strategy is not planned properly. Failure to use accurate sampling also limits generalisability in the study (Rahmi, 2018; Robson, 2011). The researcher took cognisance of this limitation and ensured that the focus group was representative of the population of interest. This is further discussed in Section 4.4. under purposive sampling.

Although the researcher intended to use focus group interviews, however, due to the COVID-19 pandemic, face-to-face group discussions were limited but the researcher, through the written questionnaire, interviewed participants individually to get their feedback on the questions. These individual interviews were done virtually to minimise the spread of the infection.

4.5 POPULATION AND SAMPLING

Liamputtong (2013) posits population as a group of people used to draw a sample from to participate in a research project. McMillan and Schumacher (2014a) define the term population as all people who are eligible to be included in a study. This is supported by Sutton and David (2011) who assert that population in research is described as every possible case that can be included in a study. This implies that population refers to a group of people where a sample can be drawn from. The population of this study was all early grade Life-Skills teachers and district officials in selected South African education districts.

Sampling, on the other hand, should always be determined by the purpose of the research particularly when the purpose of the qualitative approach is to try to depict the participants' view of their real experiences (Hughes, 2019; Cohen *et al.* 2017).

Anney (2014) postulates sampling as including which setting is to be used in a research study, which people are used and what the conduct is of the people in the study. For this study, and the use of the qualitative approach (discussed in section 4.2.2.1) to find a process for supporting CSE in the early grades, practising teachers and district officials were selected and their contributions to answering the research questions was carefully documented.

4.5.1 Purposive sampling

Castillo (2018) suggests that by administering a purposive sampling method, the researcher can choose participants randomly for their unique experiences and perceptions on the phenomenon being studied. Sutton and David (2011) agree with McMillan and Schumacher (2014b) who say that purposive sampling is the process of identifying and selecting participants who are assumed to have some understanding, idea or experience, and information relevant to the research questions. Sampling may be used purposefully to introduce diversity into the sample for the study (Creswell, 2014; Robson, 2011).

For this study, there were important criteria that assisted to guarantee that the sampling would ensure that the appropriate inputs would be made to assist in answering the research questions. These criteria included that teachers were current Life-Skills teachers in the foundation phase. The subject advisors were currently providing curriculum support to Life-Skills teachers in the foundation phase. The criteria further expounded in Section 4.5.3 below.

4.5.2 Research site

This section describes where the research took place and the steps taken to select the participants for the study.

The study was conducted with selected primary schools, which have foundation phase grades R to 3 as part of the school. The research sites were significant in this study because the study focused on what gaps exist in Life-Skills CAPS for teaching Sexuality Education content and what teaching approaches would suit teaching the identified content as well as what contextual factors teachers felt would impact on teaching the identified content. According to the ITGSE (UNESCO, 2018: 17) it is important that the content be 'culturally relevant and context appropriate' and that the influence of social norms, behaviours, social contexts, and cultural structures on the

choice of behaviours be considered. Schools differed in social and cultural contexts, and this directly influenced the way in which teachers suggested the Sexuality education content respond to the contextual needs. Due to the COVID-19 pandemic, face-to-face group discussions were limited but the researcher, through the written questionnaire, interviewed participants to get their feedback on the secondary questions. A specific question on the importance and impact of the school context was included in the questionnaire so that participants could make any links with content, behaviours, and school context.

Bryman (2011) defines the purposive sample of a research study as a microcosm of a larger population. The foundation phase Life-Skills teachers and subject advisors in this study are a microcosm of a larger sample of teachers, schools, and districts. Schools are a microcosm of their communities and they reflect the society where they are embedded. Wilson (2014) postulates that with the impact of the local experience of and dissemination of learnings from the sample being no less significant than the larger population that they represent, schools are able to lead their own transformation and change practices. This implies that data from and findings of the research study will be able to have immediate impact on decisions and learnings at school-level. Kinnear (2018) found that teachers felt that they would be able to introduce and motivate for the inclusion of CSE, with the inclusion of content, values, and attitudes into the foundation phase Life-Skills curriculum once they identified that possibility themselves and were trained to teach Sexuality Education concepts (Venketsamy, 2018; Thaver & Leao, 2012). Glover and Macleod (2016) and Venketsamy (2018) agree with Kirby (2004) that in support of the role of the school as reflective of community values and context, social and cultural context, and values of the school play an important role in designing interventions that are contextual.

4.5.3 The selection of participants

According to McMillan and Schumacher (2014a), participants are the people who participate in a research study and from whom data is obtained in order to answer the research questions posed. The participants for this study were practicing South African Life-Skills foundation phase teachers and Life-Skills district subject advisors. Participants were selected using purposive sampling. Johnson and Christensen (2014); Sutton and David (2011) support Nieuwenhuis (2016) that purposive sampling is an effective approach for selecting participants using pre-selected criteria based on

the research question and ensuring the inclusion of information-rich participants in the study. Purposive sampling ensures that there is some measure of knowledge and understanding of the phenomenon under scrutiny (Creswell, 2014).

4.5.3.1 Sampling criteria for participants

Cohen *et al.* (2017) suggest the need for pre-selected criteria relevant to the research question to be used to select participants. The following pre-requirements assisted in defining the sample of teachers selected:

- All participants selected for this study were practising Life-Skills teachers and district officials teaching in the foundation phase. This made the group a homogenous sample of participants
- All teachers currently teaching the content in the Life-Skills Annual Teaching Plan (ATP) for one of the grades in the foundation phase
- Teachers needed to be familiar with the content and structure of the Life-Skills CAPS documents
- The Life-Skills head of department plays an important role in specifying the school context, which would influence the nature of the concepts selected to be included for teaching Sexuality Education. The foundation phase Life-Skills head of department from each school was included in the sample
- District subject advisors were selected from the participating districts in which selected schools fell and were currently supporting Life-Skills teachers in those schools; and
- All participants needed to agree with the process followed for conducting the focus group discussions and consent to participate in the study.

4.5.3.2 Sampling criteria for schools within a district

Selecting the schools and districts was as important as the selection of participants in ensuring a purposive sample (Maree, 2017). The role of adequate teacher support for teaching new concepts would be an important consideration, and would link the role of the district subject advisor and effective school management directly with teacher needs (Francis, 2012; Rooth, 2005)

The criteria for identifying participating schools included:

- Schools with grades R to 3 in the two districts, Gauteng North and Johannesburg West districts were selected
- The school principals had to agree to the research being conducted at their schools; and
- The district Life-Skills subject advisors provided curriculum support to these schools and would work with the selected teachers on the implementation of the Life-Skills CAPS for the foundation phase.

4.6 The role of the researcher

Nieuwenhuis (2016) and Cohen *et al* (2017) argue that the researcher, when collecting qualitative data, is perceived as the research instrument, and the researcher's subjectivity plays a key role in the data gathering process. In this study, the researcher engaged with teachers and district officials to gain a comprehensive understanding of the lived, authentic experiences of participants. The primary goal of this study was to acquire an in-depth understanding of the lived experiences of participants. Consequently, in this study the researcher was the primary research instrument and collected data first-hand from the participants.

Thanh and Thanh (2015) assert that researchers are likely to take an interactive role where they get to know the participants and the social context in which they live. In this study the researcher took the role of participant observer and reflective practitioner by participating in the research at school-level with the teachers and district officials and recorded what was observed from the interviews with participants (Ritchie *et al.*, 2013; Brown & Holtham, 2009). The researcher analysed the data to establish if there were any trends or common themes that emerged from the findings, and then established a framework against which recommendations could be made for strengthening and supporting the incorporation of Sexuality Education into the Life-Skills CAPS content.

Given the research methods used, the researcher had to be sensitive to how the engagement was handled with participants and, at the same time, as a participatory observer, the researcher encouraged honest participation of teachers and district officials and assured them of the confidentiality with which their responses were analysed and managed. All questions were structured to ensure that they were open-

ended and allowed for open engagement by the participants. The researcher was cognisant that often and unintentionally researchers may assert their own beliefs when they choose the research topic, the research approach, and process, as well as how they interpret the data (Creswell, 2014). The researcher remained guided by evidence from the literature review that questions are structured to ensure that the role of the interviewer was to remain objective, flexible, empathetic, and a good listener. The research was further guided by the postulation of Scotland (2012) that data may be compromised and that the findings may not be credible if participants felt that they needed to please the researcher. Consequently, the researcher attempted to encourage collaboration and agreement on issues rather than be coercive. Denzil and Lincoln (2011) postulate that the researcher's subjectivity, as well as that of those participating in the study, become part of the research process and, as such the researcher's reflections on their actions and observations, their own feelings, biases or opinions form part of the data and so should be part of the researcher's analysis and findings. Given the restrictions on engagement with participants due to COVID-19 protocols and mainly by the fact that schools were largely closed during most of the research period, the researcher adapted her engagement with all the participating teachers and subject advisors. The engagement was guided strongly by permission from and agreements made with the participants. How the researcher was able to adapt the research approach is documented in Chapter 5.

All the data analysed, research findings, and recommendations were reported and shared with participants at the end of the study.

4.7 DATA COLLECTION METHODS

In this study, the researcher followed a spiral or cyclical process for the collection and interpretation of data, where the process is iterative rather than linear. Creswell (2014) argues that following a clear process of research employs set procedures for the collection and analysis of the data. Not all studies lead to predictions, but qualitative researchers are primarily concerned with *process or structuring the investigation*, rather than with only the outcomes or products of the study, and process of research goes beyond mere collection and tabulation of data (Atieno, 2009; Peniel, 2016;). The research process cycle is shown graphically in Figure 4-1 as suggested by Creswell (2014):

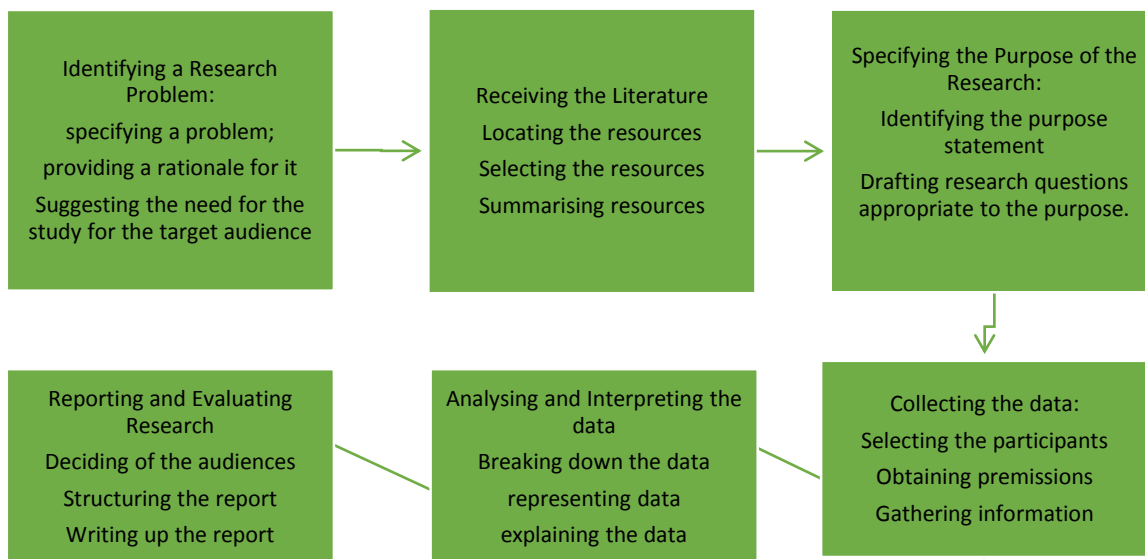


Figure 4-1: Research process cycle (adapted from Creswell, 2014)

Henning *et al.* (2011) view the research process as the way in which the researcher gains the information so that the research question is answered. In this study the primary research question ‘How can the early grade Comprehensive Sexuality Education SLPs be aligned to the ITGSE to support the implementation of CSE in the Life-Skills CAPS,’ guided the research process. In order to answer the question, the researcher used document analysis, semi-structured interviews, and collected inputs from self-reflective studies by teachers as valid and reliable methods and procedures (McMillan and Schumacher, 2014a), for collecting and later analysing data.

4.7.1 Document analysis

According to McMillan and Schumacher (2014a), document analysis is a non-iterative strategy that provides researchers an opportunity to obtain data with little or no engagement with participants. Document analysis allows for important information to be examined in relevant documents (Henning *et al.*, 2011) and using the documents to re-create critical occurrences or procedures based on what information emerges from the analysis of information (Nieuwenhuis, 2016). Creswell (2014) suggests that document analysis as a qualitative research and data collection method has not always been used effectively even by experienced researchers and that, like any other analytical methods in qualitative research, document analysis elicits meaning, gives concrete understanding, and contributes to empirical knowledge from data proved in the documents. This is supported by Maree (2017) who places the role of the

researcher as one that needs to demonstrate the capacity to identify and separate pertinent information from that which is not pertinent. Denzin and Lincoln (2017) posit that document analysis, when used together with other qualitative research methods in a study of the same phenomenon, as a means of triangulation. This is important for this study where teacher engagements on the gaps in Life-Skills CAPS in the early grades during focus group interviews were used to verify the content suggested in the ITGSE, and the evidence provided from other Sexuality Education curricula used globally, for including specific content into the Life-Skills CAPS.

Researchers review prior literature as part of their studies and incorporate that information in their research reports, and the analysis of documents that provide the data can then be organised into major themes, categories, and multiple case study examples specifically through content analysis (Creswell, 2014; Maree, 2017).

Nieuwenhuis (2016) further posits that documents can be categorised as either primary or secondary sources. Creswell (2017) postulates that the researcher is the primary instrument in data collection (McMillian & Schumacher, 2014; Cohen et al., 2017; Lincoln & Guba, 2013), and generates primary data sources. Rahmi (2018) states that a primary source is an original or first-hand account of the experience of the researcher of an event or engagement on a phenomenon. Examples of primary sources include materials that are originally generated or written by the researcher/s based on their own experiences and observations. Primary data is not necessarily published. The researcher and educators themselves in this study, during focus group interviews, provided important data as primary sources for drawing on findings and making recommendations. The selected heads of department for Life-Skills were primary sources of matter related to how the content included in the Life-Skills CAPS to fill the gaps could be managed. The Life-Skills district subject advisors were the primary source for issues on curriculum management of the subject Life-Skills and how inclusion into CAPS would be managed.

Secondary data sources are all other sources used in a research study. Creswell (2015) suggests that secondary data sources refer to literature that provide summaries of or support for primary sources and do not include sources published by the original researcher. Secondary sources are those sources, which the researcher identifies as being useful data and as having relevance to topic of the study and supports the role

of the study (Creswell, 2015). Secondary sources include material like books, reports, other published research on a different topic, or articles for referencing. In this study, secondary resources include the ITGSE, the DBE policy documents, the Life-Skills CAPS document and Annual Teaching Plans for all grades, self-reflections captured by educators in their own journal notes, evidence-based reports on Sexuality Education in other global curricula, and other published research on Comprehensive Sexuality Education and related topics.

4.7.2 Semi-structured interviews

Semi-structured interviews were used to collect data. Open-ended questions, informed by the evidence from the literature review conducted, were used to guide the focused group discussions with participants. The aim of using interviews was to see the world through the eyes of the participant (Nieuwenhuis, 2016), and to elicit views and opinions from the participants. According to Mack (2010), and supported by Denzin and Lincoln (2017), focus group discussion using open-ended interview questions allowed for easily identifying the norms, opinions, and agreements within a group. Participants were from different dispositions and had their own attitudes towards SE teaching. They also came into the interview process with different knowledge and experience. According to Morehouse (2011) and Mack (2010), a researcher has the opportunity to allow for dynamic conversations and reactions from all participants by guiding discussions in a group. The researcher was allowed to participate in the discussion and guide the reflection of participants of their own experiences of teaching SE. Participants made significant and worthy recommendations of their needs for the strengthening of the CSE curriculum in the early grades.

With permission from the Gauteng Department of Education (GDE), selected district Life-Skills subject advisors, schools, and teachers were provided with the purpose of the study and the rationale for their participation. Clear outcomes for the interviews were shared with participants. The expectations from participants, as well as participants' own expectations were addressed prior to the focus group interviews. A semi-structured interview schedule using open-ended questions was used to get responses from participants. The questions were structured on what focal areas needed to be considered and would be crucial for making recommendations on what the gaps in CAPS were for teaching Sexuality Education, and what content needed to

be included to fill the CAPS. Barnes (2018) and Zhang and Wildemuth (2016) state that interviews are especially suitable when dealing with controversial and personal issues, as in this case with regard to the Sexuality Education content that is to be included within the Life-Skills CAPS content for the early grades. Interviews are aimed at eliciting responses from participants concerning their knowledge or perspectives of understanding of the phenomenon being studied.

The data that was collected from the structured focus group interviews with participants was transcribed, analysed, organised into themes, and reported on as textual data (Maree, 2017), with themes and sub-themes reflecting the patterns found, which were used later to make recommendations in Chapter 6. According to Morehouse (2011), the data collected from the interaction of participants in a structured focus group can provide an analysis of how strongly an individual holds an opinion and can express that opinion and allowed for the participant's judgement or perspective.

4.7.3 Reflective study or self-reflection in qualitative research

According to Denzin *et al.* (2017), reflexivity is the process where researchers reflect critically on the self and getting to know the self within the research process. Denzin *et al.* (2017) expound that researchers take the role of both a researcher, as well as find themselves creating their own understanding and views during the research process. This influences what researchers do with the data emerging from the research. More important than merely transcribing what is experienced, using notes, presentations, dialogues, and other methods of transcription, researchers also map a process where they find out about themselves as researchers as much as they do about the phenomenon they are studying. In this study, participants went through a process of inquiry to find the gaps in the CAPS Life-Skills content, but they were also be taken through a process of evaluating their own values and attitudes towards what content should be included to bridge the content gaps. Within the focus group discussions, participants and researchers engaged with each other on mutual agreements, differing opinions and opportunities to dialogue and engage together, which become more than mere discussions on the open-ended questions that frame the group interviews (Denzin and Lincoln, 2017). One method of capturing this data is to propose the use of reflective journal writing, which participants keep during the

group interviews, as well as to use once they go back to their classrooms and consider their own further thinking on the process they have shared with other participants.

Reflective practice for professional development and student motivation in the school context is a useful part of research (Osterman, Furman & Sernak, 2014). A reflective journal is a means of collecting data in qualitative research, and it can make one's experiences, opinions, thoughts, and feelings visible and becomes an acknowledged part of the research design, data generation, analysis, and interpretation process (Bergold & Thomas, 2012; Borg, Bengt. Hesook & McCormack, 2012). Qualitative research within an interpretivist paradigm is subjective and agree that reflexivity is a qualitative research strategy that addresses our subjectivity as researchers (Denzin & Lincoln, 2017; Ritchie *et al.* 2013). Bergold and Thomas (2012) agrees that reflexivity enhances the quality of research by including how the dispositions and particular interests of the researcher affects all stages of the research process. Vicary, Young and Hicks (2017) propose that writing a journal is able to produce potential validity criteria whilst at the same time records and prompts the reflective process of learning, interpretation, and analysis, making evidence transparent. The quality and validity of data obtained becomes dynamic, not static knowledge constructs, which are closely linked to the researcher-learning-process and allows for a critical stance to be taken about the knowledge being constructed.

For this study, the secondary research question 'What professional teacher development strategies are required to support the implementation of the SLPs,' examined what teacher competencies teachers thought they may need to teach Sexuality Education content within the teaching of Life-Skills CAPS. The Annual Teaching Plan guides content and skills to be taught but is absent in identifying the teacher competences to be applied when teaching. As teachers discussed the knowledge constructed from linking CAPS content to the ITGSE concepts, reflection on the implications for teaching, choosing teacher methodology, and assessment methods were part of teacher feedback on strengthening their classroom practice. The reflective practices used in the group engagement allowed for discussion and agreement on what applied teacher competences needed to be included and how teachers could be trained to teach CSE. A research process that is facilitated by teacher reflection during the process of engaging with new content meant that how teachers dealt with the content remains dynamic.

4.7.4 Researcher's own reflective practices

Bergold and Thomas (2012) argue the important role of the researcher as the reflective practitioner, and as an important contributor to the data being collected and data analysis when it is difficult to separate the phenomenon that is being studied from the context in which it is being studied. Bergold and Thomas (2012) quote Borg *et al.* (2012) who distinguish between personal and epistemological reflexivity. Personal reflexivity is described as the focus on personal assumptions, values, experiences, etc. that shape the research. Epistemological reflexivity requires that the researcher recognise the limits of the research that are determined by research question, methodology, method of analysis, and evaluation.

The focus group interviews conducted with teachers relied on Life-Skills teachers and district officials being reflective practitioners in the process of determining the gaps in Life-Skills CAPS content and their specification of Sexuality Education content to fill those gaps. In getting participants to document their responses to the research questions, the researcher used reflective practice to support how participants made decisions about how they taught their Life-Skills content. Participants logged their reflections in a journal. Journal recordings were not made mandatory for participants so that participants did not feel threatened by what they had reflected on. The researcher was cognisant of the caution from Denzin *et al.* (2017) about the interpretive crisis, where research data is not accepted and agreed to. The researcher only used the reflective practice that emerged as contributions to questions when interviewing the participants. Mainly, participants recognised that keeping their reflective journals were their own way of documenting their responses to questions about their views, opinions, and consideration as to what Sexuality Education content should be included and how it would be taught.

Throughout the research process, the researcher kept a process map of what needed to be documented by participants in the reflective research journal, which included initial thinking around and planning for the engagement with schools and participants, documented plans for the focus group discussions (Maree, 2017), as well as preparation for what methodologies would get teachers to engage with the content of the Life-Skills CAPS content. The guidelines on how to take field notes as set out by Mills, Durepos and Wiebe (2010) were noted and adhered to. These field notes were later used to create conceptual links, cluster evidence into clear categories in

preparation for data analysis and findings in Chapter 5. During the data collection period, all factual information from the engagement with teachers and district subject advisors, as well as personal reflections, experiences, considerations, and feelings about what the work meant was documented. Videos and photographs taken during focus group interviews were labelled and explanatory notes made for later referencing. Higginbottom and Liamputtong (2015) refer to this as an iterative reflective process, where the collaboration, sharing, and exchange between the researcher and the participants is used to ensure the continued agenda and goals of the engagement. This became a very useful mechanism during the research period where there was often a long-time lapse between engagements with participants as a result of the COVID-19 lockdown and protocols.

4.7.5 Participants' own reflective practices

Knowing the proposed role of the Life-Skills teachers and district officials for constructing knowledge during the research process in this study, reflective practice became an important method of collecting data from participants. Understanding that the participants' own values and attitudes towards the inclusion of Sexuality education content into CAPS needed to be acknowledged and documented, the strategy of keeping self-reflective journals was used to help clarify how individual belief systems and subjectivities could be incorporated into the learning process (Higginbottom & Liamputtong, 2015) and how it influenced what they would consider important to teach. Creswell (2014) confirms that keeping a reflective journal is common practice in qualitative research but there is relatively little literature on the influence on research when reflective journals were used in the research process. Although the guidance for novice researchers is limited, reflective journals can be used as a key tool for collecting data and so is an integral part of the research process (Annink, 2017). The researcher used reflective journals to get the participants to express their journey through the research process and to document for themselves their own attitudes to and understanding of what emerged from the research process, and to consider how this reflection could be used in their own teaching and classroom management (Boutilier & Robin, 2012).

Annink (2017) states that the journals are not only an important means for the collection of data in qualitative research about the student teachers, but also enable student teachers, who research the work teachers do, to learn about themselves. The

data of the journals provide significant insights that are not always achieved through other ways of data collection.

Browne (2013) proposes that the reflective journal may also become a tool for participants to be able to air their disagreements, grievances or uncertainty, as well as provide the space to rationalise the decision-making processes. The researcher is also able to measure the personal transformation of participants during the research process (Browne, 2013). In this study, the data from the collective feedback from participants often reveal common views or shared understandings of the group. These common views and consensus provided an evidence-base for making recommendations for identifying the gaps in Sexuality Education content within the Life-Skills content and to make suggestions for which concepts should be included and taught across all grades in the foundation phase.

4.8 DATA ANALYSIS

Anney (2014) argues that researchers choose to follow one of two broad approaches to qualitative data analysis, namely the inductive approach or the deductive approach. The inductive approach starts from specific observations towards making broad generalisations and postulating theories. The deductive approach, on the other hand, proposes working from more general to more specific observations.

Maree (2017) postulates that researchers within the interpretive paradigm prefer an inductive data analysis strategy. Using inductive data analysis within a qualitative approach has the potential to condense the extensive and varied raw text data into a brief, summary format. According to Nieuwenhuis (2016) this is done to establish clear links between the research objectives and the summary findings derived from the raw data and to develop of model or theory about the underlying structure of experiences or processes, which are evident in the raw data. Further to this and agreed to by Nieuwenhuis (2016) states that inductive data analysis makes clear the interacting realities and experiences of the researcher and the participant and elucidate what 'mutually shaping influences' have on that interaction.

For this study that was conducted within an interpretive paradigm, and in the context of real experiences of teachers in the classroom, the inductive approach was preferred. The inductive approach presented the potential to assist in identifying multiple realities, as well as being able to link any trends or patterns from the data

analysis (Nieuwenhuis, 2016) across contexts that might be present in the data. This process involved reducing raw data into a summary format. Next was to establish if there was a correlation between the research objectives and the findings, and then to develop a framework structuring what was evidenced and eminent in the raw data. Yin (2011) posits the need for analysing the data for finding trends or patterns, which may explain or identify causal links in the data set. The researcher initially concentrated on the whole set of data, then attempted to deconstruct it or take it apart, and then re-construct it into more meaningful patterns.

The following figure depicts this data analysis procedure that will be evident throughout Chapter 4.

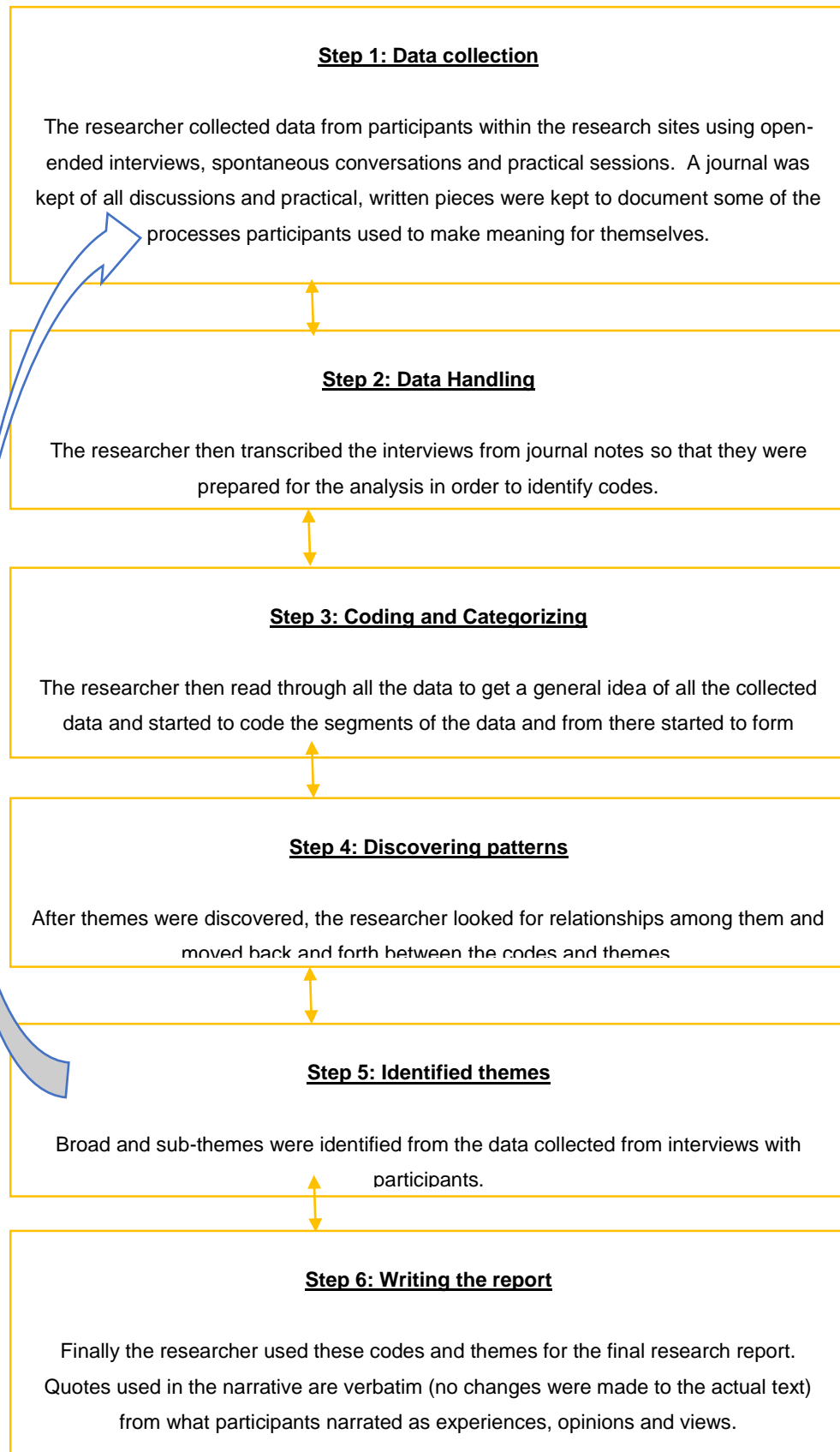


Figure 4-2: Data analysis procedure

Creswell (2014) suggests that for a novice researcher, it may possibly be easier to manage the information by using coding and physically working through hard copies of evidence collected from engagement with the participants. The practical engagement with Life-Skills teachers and district officials, which would interrogate what possible process could be followed to generate evidence of what the gaps are in the Life-Skills CAPS, would provide written records of thinking and understanding of these gaps anticipated from exploring the current CAPS content. McMillan and Schumacher (2014b) maintain that one should look for repetitive ideas, meanings, and information in codes that could possibly form a category. These categories of information are then organised into themes and sub-themes. Creswell (2017) suggests that categorisation helps the researcher to make comparisons and contrasts between patterns, to reflect on certain patterns and complex threads of the data deeply, and to make sense of them. When analysing the data, the researcher used colour coding to group feedback from participants so that themes and subthemes emerged from the coding.

4.9 VALIDATION OF THE FINDINGS

According to Veal (2012) and Bryman (2011) validation of findings include checking the accuracy of research, and how validation procedures (such as member checking, triangulation, and auditing) are used by qualitative inquirers. Various techniques were used to validate the data to assure that the findings are accurate and credible (Bryman, 2011; Veal, 2012). Validity is one strength inherent in qualitative research and seeks to determine whether, from the viewpoint of the researcher, the participant or the readers, that the findings are accurate (Creswell, 2015). The first aspect of validity is trustworthiness, which relates to a focus on: *transferability, credibility, dependability and conformability* and the second aspect is that of *triangulation*.

4.9.1 Trustworthiness

Di Fabio and Maree (2012) define trustworthiness as how data is collected, sorted, and organised, especially when the data is verbal or textual. Anney (2014) suggests that trustworthiness resides in the strategies used for ensuring rigour in the qualitative research approach. Rahmi (2018) expresses trustworthiness as the strategy where the perceived benefits are matched against those actual, found benefits of an intervention. He posits that there is greater confidence in the trustworthiness in

research findings and the ultimate research report from readers when there is convergence of information from the different sources used.

Veal (2012) and Bryman (2011) posit that there are four criteria for assessing the reliability of qualitative research. The criteria offer an alternative to more traditional quantitatively oriented criteria. The trustworthiness of research findings can be distinguished by the elements of dependability, credibility, transferability, and conformability.

4.9.1.1 Dependability

According to Di Fabio and Maree (2012), *dependability* refers to how stability and consistency of the research process and methods over time is created. Dependability is analogous to reliability, which is achieved through ensuring observing the same finding and recording of data is kept consistent in similar situations or contexts. The extent to which research findings are replicable in similar contexts is referred to as dependability (Veal, 2012). The importance of maintaining dependability of findings is dependent on the researcher being able to account for changing contexts or settings, which would influence research outcomes. Reliability of findings is also influenced by factors like organisational culture, personal constructs influencing meaning, and the skill of the researcher to collect and analyse data effectively (Thomas, 2010). Thomas (2010), corroborated by Bryman (2011) and Yin (2011), suggests different strategies the researcher has available to ensure reliability of data and findings:

- Triangulating the findings by using multiple sources of data or research techniques to confirm the findings as they emerge in the study
- Checking with members by taking data and initial interpretations made by the researcher back to the participants and to check acceptability or 'plausibility' of the results with them
- Conducting observations over a long-term
- Using peer examination or assessment of the reliability of the findings
- Using collaborative or participatory research methods
- Clarifying the researcher's biases, assumptions, worldview and theoretical; and

- Ensuring that participants are orientated to the research process at the beginning of at the outset of the study.

Dependability was achieved by ensuring that the interview questions were relevant and clearly structured.

4.9.1.2 Credibility

Di Fabio and Maree (2012) explain *credibility* as referring to factors, such as the significance of results and is often referred to as the truth value of data. Thomas (2010) posits credibility in qualitative research as the extent to which the data and data analysis are believable and trustworthy. According to Anney (2014), credibility indicates to what degree the research data or findings authentically show the lived experiences of the participants on the study. Credibility is similar to internal validity and deals with how close the findings are to reality. In qualitative research, findings may be valid to the researcher only, and not to anyone else. In an interpretivist paradigm, as with this study, Brundett and Rhodes (2013) posit that ensuring credibility is about building confidence in the accuracy of the research data. Lin (2020) and Chilisa (2019); propose that each individual constructs a personal reality and credibility is built when research accurately represents the multiple realities of the participants. Multiple realities are created by using multiple research methods. Maree (2017) postulates that having member checking into the findings as a critical technique for establishing credibility of the data and thereby managing multiple realities.

According to Cohen *et al.* (2017) when triangulating data, the researcher attempts to provide a convergence of evidence that generates credibility. Credibility is achieved by ensuring that there was no bias or unfair analysis of the data, but that evidence remained authentic pieces of information (Lin, 2020; Bryman, 2011).

4.9.1.3 Transferability

Transferability refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings that are outside the context of the study (Akinyoade, 2012). Anney (2014); Cohen *et al.* (2017) agree that transferability is analogous to external validity, which is the extent to which findings can be generalised. *Generalisability* refers to the extent to which the result can be transferred to other settings, people or times than those directly studied Creswell (2014). Cohen *et al.* (2017) further suggest that the transferability of the study is

influenced by the research methodology that has been selected for a study, particularly when the transferability is in relation to a small number of participants.

Thomas (2010) posits transferability as a challenge in qualitative research based on the subjective nature of the study and the subjectivity of the researcher and could threaten valid inferences from the analysis of data. The researcher is able to improve transferability by providing detail on the underlying assumptions to the study, the research methods and the context or settings of the study. Johnson and Christensen (2014) agree that inferential generalisability allows for generalising from the context of the research study itself to other settings or contexts. The researcher's role in ensuring transferability is to document and justify the methodological approach by detailing the processes and procedures followed to construct and make meaning associated with the phenomenon being studied. In this study, with the contribution of all participants in the focus group interviews crafting the processes and procedures for identifying the gaps in the Life-Skills for teaching Sexuality education; the researcher was cognisant to possible biases on certain content and that there were multiple interpretations of what content would fill the gaps and improve teaching of Sexuality Education in the early grades.

The transferability of findings is discussed in Chapter 5.

4.9.1.4 Conformability

Creswell (2015) describes *conformability* as the degree to which the results could be confirmed or was able to be corroborated by others. Di Fabio and Maree (2012) describe conformability as ensuring that the researcher maintains the objectivity of data and minimises research errors. In using qualitative research, a researcher brings a unique perspective to the study and would use several strategies for enhancing conformability. Cohen *et al.* (2017) concur with Creswell (2014) that to prove conformability the researcher can conduct a data audit that involves examining the processes for data collection and data analysis and makes judgements about the possibility of bias or distortion when the data is analysed.

Creswell (2017) proposes that an external researcher, who was not involved in the research study, should assess whether the research methods and procedures used to conduct the study as a means of ensuring conformability of the data. An external auditor is another recommendation for validating data from a qualitative study. The

external auditor is someone outside the research study who has the role of reviewing the study, with the aim of providing feedback on its strengths, gaps, and possible amendments to the analysis. Cohen *et al.* (2017) suggest that such a review can be done periodically throughout the process or at the conclusion of the study. The role of an auditor is one of a verifier of the conformability of the data, which involves assessing the efficacy and accuracy of the methods and procedures used in the study (Di Fabio & Maree, 2012).

In this study, the supervisor was the external auditor and experienced researcher, whose role was to guide the research process, review the data analysis, findings, and interpretations. In this way the supervisor contributed to ensuring trustworthiness of the study. The appointment of the external examiners will ensure efficacy of the review of the final presentation of research outcomes through the dissertation. This will comply with Di Fabio and Maree (2017) that the role of the knowledgeable person in a research study contributes to the validity and reliability of the research outcomes.

4.9.2 Triangulation

According to McMillan and Schumacher (2014b), triangulation is a way of 'cross-validating' the data by comparing the different data collected using different methods. Johnson and Christensen (2015) support that triangulation ensures validity and establishes trustworthiness of data when using various methods of collection. In this study, document review, focus group interviews with teachers and district subject advisors, as well as queries from individual teachers was a way of triangulating the data (Nieuwenhuis, 2016). McMillan and Schumacher (2014b) maintain that the researcher often questions the data in order to understand it, but this study used triangulation as a means of assuring validity of the findings. Together with making use of interviews with teachers and district subject advisors, the researcher also made observations of how teachers perceived and understood the curriculum while they were engaging with the Life-Skills CAPS content and identifying gaps for teaching Sexuality Education. Teachers reflected on their own and identified particular challenges they had thought about for where Sexuality education could be included in the Life-Skills CAPS, as well as their own contextual constraints. This was written down in a reflective journal as field notes. The researcher also reflected upon the interviews and made personal notes as part of data collection.

4.10 ETHICAL CONSIDERATIONS

Creswell (2014) states that the researcher's role is to protect their participants, develop trust, and promote the integrity of research, as well as to avoid misconduct and to cope with any new challenges. Maree (2017) proposes that it is important to the researcher that, throughout the research process, the researcher abides by the ethical guidelines.

4.10.1 Ethical clearance

Ethical permission was sought from the Gauteng Department of Education to conduct focus group interviews with the foundation phase teachers from the sample schools, heads of department, and district subject advisors for Life-Skills. Where data was used from existing monitoring and evaluation processes or feedback on relevant evaluation processes, ethical permission was sought to use the existing data sources, results, and findings.

4.10.2 Informed consent

Informed consent is the process of providing participants with written and/or verbal instructions that should be signed or verbally consented by them and provides the participants with a general idea of what the research project is about and how privacy will be maintained throughout the study (Robson, 2011; Cohen et al., 2017). According to Creswell (2014), informed consent should include the importance of voluntary participation; the participants are in no danger of harm and that their privacy and identity are protected. The ethical principles of informed consent, confidentiality and privacy, honesty and openness, access to findings, and avoiding harm, as described by Creswell (2014), was adhered to throughout the research and interview process. Informed consent was obtained from all participants involved in the study, from the relevant education departments, as well as from the University of Pretoria's ethics committee. For the purpose of this study, the participants were given the consent forms (Annexure 3), where the research process was explained as well as my assurance that no harm would come to them.

4.10.3 Anonymity and confidentiality

Johnson and Christensen (2014) agree that confidentiality is how the participants are protected from harm by having their identity and privacy protected. Confidentiality refers to when no participant's identity is revealed, and the researcher makes use of pseudonyms or code names to refer to a particular participant in the study. This

ensures that participants remain anonymous. Confidentiality and anonymity were both ensured in this study. The researcher ensured anonymity by explaining the measures for keeping information anonymous to participants and by getting agreement between participants and the researcher (Cohen et al., 2017) The research was conducted in an open manner with participants and the interviews held with the consent of the interviewees (Lin, 2020). Due to the impact of COVID-19 and the shift from larger focus groups to interviews with individuals, most of the participants agreed to do the interviews telephonically, but not to have the discussions recorded. The researcher reached an agreement with participants that in the absence of the recorded interviews, they would provide written inputs and responses, which would be used by the researcher as part of the data collection process. Participants were allowed to refrain from participating in the study when they indicated such a desire. Participants, school names, and district officials have remained anonymous. Coding of participants was one way used to ensure anonymity.

4.11 SUMMARY

Chapter 4 described the methodology used in the research and reported on the data collection procedures. It highlighted the main research question and sub-questions, which gave the study its focus. The research paradigm and its relationship to the research were discussed. The rationale for using interpretivism to collect data on participants' understanding of the alignment between Life-Skills CAPS and the ITGSE, as well as the lived experiences of participants of for a background of the research type participatory action research were explained, and the method used for analysing the collected data was given. The analysis of the data is reported in detail in the next chapter.

The purpose of this chapter was to give a detailed description of the research methodology followed to establish Life-Skills teachers and subject advisors understanding of the alignment between the Life-Skills CAPS and the ITGSE for teaching Sexuality Education content. The qualitative research approach, within an interpretivist paradigm, allowed the researcher to employ various data collection methods to collect data relevant to the study. Purposive sampling was used to select the participating schools, Life-Skills teachers, and district Life-Skills subject advisors. Through focus group interviews, teacher and subject advisors' understanding of gaps in CAPS content was elicited, their disposition to the inclusion of SE content to fill gaps

within CAPS was explored, and recommendations of what contextual factors need to be considered if Sexuality Education is to be taught effectively in the foundation phase classrooms were provided. The role of the researcher, trustworthiness, and ethical considerations were discussed as important elements of ensuring a reliable study and reaching the research outcomes.

A detailed discussion of the analysis of the data and an interpretation of the findings are provided in Chapters 5.

CHAPTER 5

DATA ANALYSIS AND PRESENTATION OF FINDINGS

5.1 INTRODUCTION

The previous chapter outlined the research design and methodology used to gather data relevant to the study. It also proposed the relevance of using interpretivism as the research paradigm and argued for the relevance of a qualitative research approach. Life-Skills

This chapter focuses on the data analysis and findings obtained from the participants. The results of the study are presented and discussed in detail. The researcher presented the data collected extensively and showed the relevance of the data to describe a process that would be replicable, comprehensive, and guiding of any other country's process for developing early grade SLPs. The translation of policy, through its policy goals, and the need to guide classroom practice to address sexuality education within the curriculum, requires a well-structured, coherent, and iterative process. This chapter details the findings of the study and motivates for such a process.

During the data analysis process, the researcher was able to establish trends and patterns (Lin, 2020), which aided in verifying the findings that concurred or refuted the literature in the study. This verification is presented in the literature control section in Chapter 6.

5.2 MAIN RESEARCH QUESTION

The primary research question was 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS?'

Secondary research questions

In order to fully investigate the primary questions, the following secondary questions need to be addressed:

- How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPs in the early grades?

- How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum?
- What professional teacher development strategies are required to support the implementation of the SLPs?
- What content is to be included in the SLPs to support CSE in the Life-Skills CAPS for grades R to 3?

5.3 ANALYSIS OF THE RESEARCH SETTING, PARTICIPANTS AND DATA COLLECTION PROCESS

The qualitative data analysis in this study assisted in bringing together large amounts of information generated during the data collection process (Creswell, 2017). The main research question formed the basis of the data analysis: *'How can the early grade Comprehensive Sexuality Education SLPs be aligned to the ITGSE to support the implementation of CSE in the Life-Skills CAPS?'* Data was collected from online interviews conducted with participants using semi-structured interview instruments. The researcher captured individual participant's responses and collated them into detailed-mind maps on the concepts discussed. This was done as a means of showing the efficacy and relevance of the data collected from participants for the research study.

Both the main research question and the sub-questions were addressed by identifying specific themes from the collected data. The themes and sub-themes were determined through an in-depth analysis of the relationship between the conceptual and theoretical frameworks of this study and the data collected. The data analysis strategies explained in Chapter 4 were followed. As the data was processed and analysed from the various sources, such as semi-structured interviews, policy documents, and reflective journals, correlations between the literature review and data became clearly noticeable. There were clear links and correlation between the research methodology, the theoretical framework, and the research questions; thus, assisting the researcher to appropriately answer both primary and secondary research questions. Both the primary research question and the secondary research questions were addressed through specific themes that emanated from the data collection. The detail is presented below.

After the semi-structured interviews were conducted with the foundation phase teachers (T) and the Life-Skills subject advisors (SA), all the data were documented and compared with reflective journal notes, policy documents, and the literature review. The school contexts become a necessary part of understanding how the CSE content within the Life-Skills CAPS is impacted on in the classroom and what influence context has on the behaviours being targeted through the DBE policy. This was done to identify and detect any new insight that could add value to or enrich the collected data. This also helped the researcher to clarify points that were unclear or needed to be elaborated upon.

As discussed in Chapter 4, the five schools selected were public primary school in two districts, namely Johannesburg North and Johannesburg West in Gauteng. All participants were black females. They all had numerous years of experience in the foundation phase classroom. The two heads of department are also experienced foundation phase teachers, with more than eight years of teaching experience in the phase. Both subject advisors were foundation phase teachers for more than eight years each, and both were appointed as subject advisors for Life-Skills in the past four years. One of the subject advisors also served as a head of department at a school before being promoted to the district.

The challenge of the COVID-19 pandemic on the research process resulted in three (3) of the ten (10) teachers, withdrawing from the study. The remaining teachers and subject advisors continued to participate in the study and provided individual interpretation and understanding of the phenomenon, which Mack (2010) points out is facilitated by the interpretivist approach. Although the COVID-19 pandemic impacted strongly on the research timeline and in convening the focus group discussions face-to-face, the researcher was able to effectively collect the data by getting participants to respond by writing down their responses. This was followed up with informal interviews using virtual platforms. These platforms helped to clarify any misunderstandings or misinterpretations of the semi-structured interview questions. The researcher then transcribed the written and verbal responses of participants to ensure trustworthiness of the data.

5.3.1 Research setting

The selection of schools was based on set criteria discussed in Chapter 4 Section 4.4.4.2. The selection of the two districts were informed by data from the GDE Health and Wellness Assessment of schools in Gauteng (GDE, 2004). Both these districts (Johannesburg North and Johannesburg West) experienced several challenges ranging from learner absenteeism, socio-economic issues to domestic violence and sexual abuse at their schools. Both these districts have a Curriculum Support Unit, managed by the Chief Education Specialist. In this unit the foundation phase Curriculum Specialist is responsible for supporting all the schools under the respective districts.

Both these districts are responsible for learner and educator health and wellness. They are responsible for ensuring that school health policies are implemented as part of the provincial health and wellness strategy. Both these districts ensure that the National Integrated School Health Strategy aims to ensure a more systematic approach to implementation to school health programmes (DBE, 2012). As stated above the situation in the schools in these districts are very challenging. This strategy is focused on district level implementation and included adequate coverage of issues at sub-district, school, and learner levels. The Integrated School Health Policy emphasises the need to use school contexts to identify factors that impact on learner health and well-being, including learning and teaching in the classroom (DBE, 2012). Vanweesenbeeck, Westeneng, de Boer, Reinders *et al.* (2016) suggest that programme fidelity, and any intervention institutionalised to support teaching and learning, may be hampered by factors related to school contexts and present barriers to CSE implementation and effectiveness. Factors related to school context on the development of SLPs as a health intervention is detailed in Section 5.7.1.5.

Further evidence from the GDE Health and Wellness Assessment in Schools Report highlighted that levels of absenteeism and its probable causes differ according to demographic characteristics such as race, socio-economic status, and gender of learners and educators (GDE, 2004). Other school-related factors, such as type of school and the educational district in which it is located, are also contributing factors. Henderson, Hill and Norton (2014) used school absenteeism as a proxy for health issues and linked it to school functionality. The authors claim that absenteeism impacts

on learner performance and that poor performance possibly impacted on exclusion (drop out) from the school learning programme in later grades.

Using the evidence on absenteeism and its possible links to district demographics provided in the table below (DBE, 2012), and the possible relationship to poverty, hunger, and various forms of abuse (GDE, 2004), the school contexts within the two selected districts (Johannesburg North and Johannesburg West) were relevant to the research study.

	Primary	Secondary
Ekurhuleni East	33%	40%
Gauteng West	26%	13%
Gauteng North	24%	0%
Sedibeng West	19%	25%
Johannesburg East	18%	11%
Tshwane North	18%	43%
Ekurhuleni West	14%	31%
Johannesburg South	11%	27%
Johannesburg North	8%	29%
Sedibeng East	4%	42%
Tshwane South	6%	19%

Table 5-1: Absenteeism rates in learners in districts. (DBE, 2012)

When asked what kind of factors contributed to the absenteeism rate in their districts, participants identified a range of issues such as learners are not used to a structured learning environment; learner transport; socio-economic issues, domestic violence and sexual abuse, nutrition and substance abuse. The value of understanding these issues as contributors to absenteeism as a proxy for related CSE issues is that they can be considered when discussing school contextual factors and what behaviours may be targeted (see Section 5.7.4)

5.3.2 Sampling of participants

A purposive sample of ten (10) teachers from across grades R to 3 from five (5) different schools were initially selected. The selected teachers formed part of a homogenous sample who were currently teaching Life-Skills using the Annual Teaching Plan (ATP), for their respective grades. One of the teachers from each school was also a foundation phase head of department. Two (2) district foundation phase subject advisors from two (2) districts participated and are currently providing

curriculum implementation support to the foundation phase educators in the selected schools.

The role of the provincial subject advisor was to facilitate arrangements with districts and schools to ensure that provincial policies and guidelines were adhered. She also advised on how to proceed with teacher engagements to minimise any disruption to the research process when the COVID-19 lockdown happened. As curriculum manager, she was able to guide on provincial policy implementation when such issues emerged during the research process.

In response to the initial explanation of the research study and the researcher's invitation to participate in the group discussions, the provincial subject advisor (PA1) felt that she didn't want to '*stifle responses from teachers, especially if they felt that they do not know some of the policies or even their own subject content. They may feel that I will follow up on what they say with you when you are not present.*' For this reason, the researcher did not extend the ethics application to include the participation of the provincial subject advisor but any inputs from her were used as guidance and built into the process of engaging with participants where relevant to the study.

Districts	Subject Advisor	Schools	Participants	
District 1	1 Foundation Phase Life-Skills subject advisor	School 1	2 Life-Skills teachers	
		School 2	2 Life-Skills teachers	1 teacher dropped out
		School 3	2 Life-Skills teachers	
District 2	1 Foundation Phase Life-Skills subject advisor	School 4	2 Life-Skills teachers	1 teacher dropped out
		School 5	2 Life-Skills teachers	1 teacher dropped out
Province	1 Provincial Foundation Phase Life-Skills subject advisor			

Table 1-2: Profile of participants included in the study

5.3.3 Coding of schools and teachers

Yin (2011) suggests that qualitative interviews allow the researcher to find out what the lived experience of the participants is and how they make meaning of the topic being researched. Though, there is a need for the researchers to ensure understanding, neutrality, confidentiality, and respect. Creswell (2015) proposes that coding ensured both confidentiality and anonymity of participant responses. Ravitch

and Carl (2016) suggest that coding and analysis makes the connections between the data collected from participants and the theoretical framework explicit.

The purposive sampling included a breakdown of teachers across all grades so that a full experience of teaching and learning in Life-Skills in the foundation phase was obtained. The highlighted participants were those recorded as having dropped out of the study. The following codes have been used in the study to ensure anonymity and protection of the participants. T1; T3; T5-T10 indicate the foundation phase teachers and T2H1, T4H2 and T8H3 indicate the Head of Department in the foundation phase

School 1	S1	Teacher 1	T1	Grade 1
		Teacher 2	T2H1	Grade 3, also subject HOD
School 2	S2	Teacher 3	T3	Grade R
		Teacher 4	T4H2	Grade 2 also subject HOD
School 3	S3	Teacher 5	T5	Grade 1
		Teacher 6	T6	Grade 3,
School 4	S4	Teacher 7	T7	Grade R
		Teacher 8	T8H3	Grade 2 also subject HOD
School 5	S5	Teacher 9	T9	Grade 1
		Teacher 10	T10	Grade 2 (temporary appointment)

Table 5-3: Coding used for the study

The following participants withdrew from the study for personal reasons, T4H2; T7 and T10. The researcher respected the decision of the participants and did not ask for a reason. In this way the ethical principle of trust and respect was upheld by the researcher.

T2H1 and T8H3 were also subject heads of department in their schools and brought issues related to how the Life-Skills is managed at school level and possible implications for the implementation of the SLPs in the foundation phase. These issues are included in the analysis of inputs below in Section 5.4.

5.3.4 Coding of districts and subject advisors

Two districts in Gauteng were selected, namely Johannesburg West and Johannesburg Central districts. Both districts have only one foundation phase subject advisor. These districts are located within the Gauteng Provincial Education

Department. The codes SA is used for subject advisors and PO for the provincial official.

District 1	D1	Subject Advisor 1	SA1
District 2	D2	Subject Advisor 2	SA2
Provincial Official		Provincial official	PO1

Table 5-4: Coding for districts and subject advisors

The district profiles have been shared in Chapter 4. What was relevant to the research study was that though there were contextual differences across the two districts, the issues relevant to CSE and a possible intervention like SLPs to address the issues were the same. The subject advisors raised the following:

- *'In our district we have many issues related to substance abuse and violence at schools that we need to address. Not all violence is sexual, but the dangers are there for young learners'* (SA2)
- *'We have had cases of sexual abuse and sexual violence already reported in some of our schools. You mentioned the abuse case in the AB Xuma School, which is a school is in my district. There are many other cases too'* (SA1)
- *'We work across a range of socio-economic conditions from Parktown to Soweto but there are similar challenges with regards to Sexuality Education in all schools'* (SA1)
- *'The reality in Gauteng is that learners travel from one area to another so those issues from one community is brought to school in another area'* (SA1); and
- *'I moved from a school in Vereeniging to the West Rand and the challenges about violence, gangs, poverty, a whole lot of issues are similar'* (T9).

The selection of districts for the study was guided by CSE-related issues raised in the GDE Health and Wellness Needs Assessment in Schools Report (GDE, 2004). More current data is not available from the provincial department. This meant that any feedback from participants would form the basis to motivate for more recent data collection in the province. The report corroborates inputs from participants that schools in both districts reported issues impacting on healthy living to include emotional and sexual health and substance abuse.

Data taken directly on, for example, child abuse, for the two districts show that despite varying contextual factors, learners, educators, and schools were similarly affected. Important data shared in this report is that learners themselves know other learners who have been abused. The data is important to motivate for creating agency with learners themselves to raise awareness on and support other learners who have been abused. The SLPs needed to find ways of creating that agency by giving relevant content and skills to learners to deal with these and other associated issues in the early grades. The table below shows the percentage of learners who were abused.

	Lots	One/two	No one	N
Tshwane South	9%	10%	80%	837
Gauteng West	7%	15%	79%	721
Sedibeng East	6%	16%	79%	584
Ekurhuleni West	5%	13%	82%	1400
Gauteng North	5%	12%	83%	288
Johannesburg South	4%	13%	83%	1491
Ekurhuleni East	4%	11%	85%	1005
Sedibeng West	4%	12%	84%	680
Johannesburg North	4%	8%	88%	725
Johannesburg West	4%	12%	84%	579
Johannesburg East	3%	14%	84%	523
Tshwane North	3%	9%	88%	772
Total	5%	12%	83%	9605

Table 5-5: Data on known learner abused for TS, GW, SE, JN and TS (GDE, 2004)

The statistics in the report are not disaggregated to schools.

Participants were asked what possible issues could be associated with the statistics on learners who experienced abuse, they replied:

- *'learner on learner violence is big in some schools, especially older learners physically abusing younger learners'* (T8H3)
- *'much abuse is recorded within the home and community'* (T1)

- *'the kind of abuse is wide and varied across the schools in the district. From parental neglect to sexual and physical violence. What we do know is that our very young learners are also part of those stats. Some cases the learners do not even know what is being done to them. We deal with scary cases'* (SA2); and
- *'Bullying, bullying, bad bullying, increased bullying. It happens in the class, outside the class, in the home. All the time, all kinds. From taking money and lunch for learners to stabbing'* (T5).

The feedback from participants suggests that, whilst the SLPs are generic and would be implemented in all schools when developed, the mechanisms for being able to build in specific contextual realities and own experiences of learners would be necessary as part of the design and development process.

5.3.5 Participants' experience and subject knowledge in the foundation phase

A criterion for the selection of participants was that they needed to be teaching Life-Skills in the foundation phase currently. Participants have varied levels of experience and subject knowledge, which impact on their confidence and comfort levels to teach Life-Skills in the classroom. If CSE is included within the Life-Skills CAPS content, teachers are expected to then teach content associated with sexuality education, which includes selecting appropriate teaching methodology, appropriate resources, and providing support to learners, in line with the ATP for each grade. Francis (2011) and Rooth (2005) agree that teacher comfort and confidence levels increase when they know the content to be taught and this would impact on whether they would teach CSE effectively.

The table 5-6 below represents the data on the experience and subject knowledge that was collected from the data form provided to participants to complete prior to the interviews:

Teaching and support for Life-Skills CAPS	(√)	T1	T2H1	T3	T4	T5	T6	T7	T8H3	T9	T10	SA1	SA2
i. Teaching Life-Skills in the foundation phase currently		√	√	√	√	√	√	√	√	√	√		
ii. Number of years teaching Life-Skills CAPS	Less than 1yr												
	3 yrs						√						
	5 yrs					√				√			√
	More than 5 yrs		√	√	√			√	√			√	
iii. Not a Life-Skills teacher		√									√		
iv. Are currently or have previously been a Life-Skills head of department in the foundation phase			√		√				√			√	√
v. Have received some training from the province / district on CAPS in the foundation phase		√	√	√	√	√	√	√	√	√		√	√

Table 5-6: Participants' knowledge and experience in foundation phase teaching

The information for T4, T7, and T10 was highlighted because these participants requested to not continue to the end of the research study. Information received from them was used where they had provided their responses to initial questions.

The findings from the data collected included the following:

- i. To the question who of them were teaching Life-Skills in the foundation phase currently:

All the teachers were currently teaching Life-Skills, which was useful when teachers were asked to identify subject content across all the foundation phase grades that could be linked to Sexuality Education concepts.

T4, T7, and T10 did not participate beyond the first steps of getting this data from them.

Participant responses included:

- *'The CAPS is so specific on content that other subject teachers would know what to teach'* (T1); and
- *'All subjects are highly integrated so dealing with Life-Skills and influence the content in other subjects. Like English Language can have Life-Skills links. Do word sums in Mathematics that has content relevant to Life-Skills'* (SA2).

- ii. To the question about the number of years teaching Life-Skills CAPS:

Participants were asked if their experience and knowledge of teaching Life-Skills for a number of years was a benefit or disadvantage to teaching Sexuality Education in the classroom.

Participant responses included:

- *'Yes, content knowledge and how to teach that you get from your experience is important and will help deal with social, emotional, and psychological issues that children bring to the classroom'* (T6)
- *'Knowing the key focus areas, topics and sub-topics of Life-Skills helps to recognise what Sexuality Education content can be fitted into CAPS topics'* (T2H1)

- *'We know the content, but we struggle with factors beyond our control that impact on learning. Things from outside the classroom still cause learners not to perform. This is my second school, so I feel that experience and content knowledge doesn't guarantee that teaching or even learning will be excellent'* (T8H3)
 - *'Teaching Sexuality Education content that is given to teachers very specifically will make new content easier to teach'* (T9)
 - *'I find it easy to support a teacher that knows teaching methods and skills than to train someone on subject content. Also training on values and attitudes needs more time than the time we have in any training session'* (SA1); and
 - *'I don't think we should talk benefit or advantage. Teachers must know their content, also new content, and find out what they don't know. Experience isn't more important than subject content. Young teachers with good knowledge and methodology do very good work'* (SA2)
- iii. When teachers were asked if they were all Life-Skills teachers, the response from T1 and T10 indicated that they were not Life-Skills teachers.

Both indicated that they were given the foundation phase classes to teach when they got to their schools. T2H1 was trained by the district subject advisor as part of their CAPS training and has been teaching in the foundation phase for three years. She was as familiar with content as the other participating teachers.

Other participants' responses on the issue of being a qualified Life-Skills teacher to be able to teach Sexuality Education included:

- *'Principals always give Life-Skills to new teachers or teachers who need a post and sometimes they're not even trained in Life-Skills'* (SA1)
- *'Even though my subject specialism wasn't Life-Skills, because the foundation phase is so integrated it's easy to follow the content and link it to Languages and Maths'* (T1); and
- *'The subject advisor is really good at managing any challenges we have. We have a process of reporting issues that are not about teaching and learning. Like social issues'* (T5)

In response to this point made by the participant about reporting 'other' issues, the researcher asked what reporting process was available to teachers. T5 responded saying:

'Teachers used the process that is already in place through the Screening, Identification, Assessment and Support (SIAS) process.'

SA (1) agreed, and further stated:

'The referral process in SIAS was one that they were comfortable using as that process is managed by the district subject advisors. It's the head of department that will manage that process with teachers and the SMT.'

This evidence supports why the intervention of scripted lessons should be included in the Life-Skills, given that the Sexuality Education is taught in the Life Skill CAPS. The inclusions of the new content to be introduced for CSE would support teachers who may not have the content knowledge.

- iv. The role of the Heads of Department (HODs) as part of the School Management Team (SMT) in a school is important as they provide support to the other Life Skills teachers.

From the analysis, T2H1 and T8H3 were subject heads of department and also taught full classes. In most cases in schools, the foundation phase teacher teaches all four subjects.

Both SA1 and SA2 had been heads of department before becoming subject advisors.

Participants were asked if they thought that the study should include heads of department for the foundation phase and/ or Life-Skills. Some participants responded:

- *'The role of the head of departments for the foundation phase includes managing how far CAPS is implemented against what the Annual Teaching Plan states. Together all HODs monitoring learner performance in subjects and all grades. HODs do the ordering of the relevant resources. My understanding is that the SLPs when I look at the exemplar given will address all these roles'* (SA2)
- *'My HOD is also a teacher so she will be able to deal with issues of both teaching and managing the phase'* (T1)

- *'HODs are part of SMT. They will have to support teachers who must teach CSE'(T6); and*
- *'As an HOD I am part of decisions about the curriculum and I do all reporting on how teachers are covering the CAPS and where we can help' (SA1).*

The SLPs are expected to give guidance on more than the subject content. Issues of resourcing, learner performance and support, the assessment programme, and how teachers will be supported have been raised and would give guidance to the recommendations about the role of the SLPs and how they would be implemented.

- v. When asked about the value of being trained in Life-Skills, all participants had been trained before on CAPS and knew the subject specifics of Life-Skills.

All participants agreed that, having been trained on the curriculum as part of CAPS training, was advantageous in understanding of CSE

Participant responses included:

- *'I have been in Life-Skills for 14 years, so I was trained on RNCS and now CAPS. Just more content specific now (T3).*

The evidence collected from the engagement with participants provided a detailed account of the relevance of experience and knowledge as Life-Skills teachers. The evidence also suggests that teacher knowledge and experience with regards to Sexuality Education would need to be extended so that classroom implementation is deepened. An intervention like early grade SLPs would help deepen Sexuality Education knowledge, skills, values, and attitudes in Life-Skills CAPS.

5.4 Profile of participants

All the participants were females with varied years of teaching experience in the foundation phase. Two of the participants were heads of department and provided good insights and inputs on issues related to the management issues at school level. The two district subject advisors work closely together, as well as their provincial subject advisor. They gave useful perspectives on overall curriculum development processes in the province and district plans to support ongoing teacher training. Both subject advisors are aware of the plans from DBE to introduce CSE in schools from

grades 4 to 12. The names of participants were coded to ensure compliance with ethical practice while conducting the research.

Before beginning with the interview, the researcher ensured that all ethical criteria were fulfilled, especially anonymity and confidentiality. The researcher informed all the participants of the interview process. The researchers affirmed that participants would be able to discontinue on the research process if they felt at any point that they did not want to continue.

5.4.1 Teacher 1 (T1)

T1 has been teaching Life-Skills in the foundation phase for four years although she was trained as an intermediate phase teacher. She was given grade 1 when she moved to the school. The school is well resourced and uses the workbooks for Literacy and Numeracy. Her class has Life-Skills textbooks available, but she also uses her own worksheets to support her teaching. This is based on the fact that her learners still struggle with English proficiency, so her worksheets attempt to cover content integrated across subjects as well as teach language skills.

5.4.2 Teacher 2 (T2H1)

T2H1 is a grade 3 teacher with eight years teaching experience and is also the foundation phase head of department. She saw her role as HOD as giving support to teachers to address common issues confronting teachers in the classroom. She further elaborated:

'like large classes, growing poverty that impacts on learning, poor resources because there is no budget for buying resources for teachers.'

As HOD, she drafts the school improvement plan with her district subject advisor and expresses confidence that the subject advisor will support any initiative aimed at addressing CSE issues, *'because in our monthly meetings we have discussed growing risks facing the foundation phase learner and what teachers can do.'* She is also the representative on the school governing body and says that she has to:

'I have to defend all the provincial and district interventions that are in place for Literacy and Numeracy development. Now one more intervention that the SGB will question if I don't have all the information.'

5.4.3 Teacher 3 (T3)

T3 is a seasoned teacher who has been teaching grade R using CAPS since the grade was introduced as part of the foundation phase in 2011. She appreciated that the content for the grade R foundation phase had become much more specified and with good resources provided since 2011. She was trained in foundation phase CAPS, as well as in the foundation phase training, which was conducted by the National Department of Basic Education on Reading and Numeracy. The latter training was mentioned because the kits used included materials that she felt she could use in the teaching of Life-Skills. One example given was that:

'the Literacy Kit included a number of readers with stories that I can use to teach lessons on about Sexuality Education.'

The teacher linked what she listed as important content for Sexuality Education, to which she stated, *'relationships and healthy living, with content in some of the stories used for Literacy development that teach about good habits at home.'*

5.4.4 Teacher 4 (T4)

This teacher opted to drop out of the research study once the content of the ITGSE and links to topic was explained and the inclusion of Sexuality Education into CAPS was proposed.

5.4.5 Teacher 5 (T5)

T5 was a trained foundation phase teacher who had studied Life-Skills as a subject in her undergraduate degree. She is currently teaching grade 2. She agreed that teaching it is necessary to teach Sexuality Education content to this grade. In her response she said:

'It is possible and would be supported by good, well-planned, detailed activities.'

She felt that the school management team at her school was very progressive and willing to deal with community issues but needed clear policy and guidance from the district. This was so they could *'communicate with the public and our parents about what the SLPs are and how they will be done.'*

5.4.6 Teacher 6 (T6)

T6 had been teaching grade 3 for seven years. Prior to teaching in the foundation phase, she has been teaching in grade 4 for 8 years. She felt that:

‘Comprehensive Sexuality Education could be considered “fundamental” content to be taught learners purposely in Life-Skills. It’s a reality that learners are experiencing harm and risk, but we give them content that tries to be “sensitive” and end up not teaching content that will protect them.’

She narrated that she would still have a problem teaching Sexuality Education content that was inappropriate for the age of learners and would *‘confuse learners and scare them more than teach about the risks.’* She supported more information on current CAPS concepts but also recognised that *‘some really important information on sexual risk and abuse is not there [in CAPS].’*

5.4.7 Teacher 7 (T7)

This teacher opted to drop out. She had been teaching for 19 years and did not believe that she would want to teach Sexuality Education. She did not provide her understanding of what Sexuality Education issues were in relation to sex education.

5.4.8 Teacher 8 (T8H3)

T8H3 has 14 years teaching experience and was the head of department for intermediate phase before being appointed as head for the foundation phase in her school. The school has had poor learner performance results in the external national school evaluations and provincial common subject papers for Literacy and Numeracy in grade 3. She represents her school on the school improvement programme for under-performing schools and has been responsible for managing improvement interventions from the district. She saw huge value in including Comprehensive Sexuality Education because *‘it will mean, as a school, we need to go into many of the real issues that cause learners to underperform, which more and more are from issues we cannot fully control in the classroom. Social and health issues definitely determine how learners perform.’*

5.4.9 Teacher 9 (T9)

T9 is a young grade 1 teacher who has been teaching for six years. She has been teaching Life-Skills since 2016. She mentioned:

‘I would be willing to teach new concepts if it’s gonna protect our kids, but I need structure and guidance.’ She linked the risks for sexual abuse with her community saying, *‘my community is very poor, and many kids are exposed to sexual risk.’* She

made strong links between how learners are raised in communities and how they often don't think that they have the right to be protected because they see daily occurrences of abuse, violence and risky behaviours.

5.4.10 Teacher 10 (T10)

This teacher was a temporary teacher and was not a Life-Skills teacher. She did not feel confident about making links with content in CAPS and the ITGSE.

5.4.11 Subject Advisor 1 (SA1)

SA1 is a subject advisor with 12 years' experience in foundation phase. She was trained in foundation phase. She has had experience in teaching grade 5 for five years. She taught grade 3 for four years at her previous school before transferring to the district. She has a passion for teaching using inclusive approaches and raised her understanding that *'including Comprehensive Sexuality Education will allow teachers to teach inclusively and be very aware of kids who have social and emotional issues.'* She described the school contexts in her district as *'having to deal with many social factors like violence, broken homes and unemployed parents'* and linked how comprehensive sexuality education could make teaching and learning *'easier for all if we teach about real life risks and struggles of learners.'* She highlighted one of her roles as a subject advisor is to support teachers in schools.

5.4.12 Subject Advisor 2 (SA2)

SA2 has recently been appointed as a subject advisor. She is a qualified life coach, studied psychology and has had several short courses in mentoring and coaching. She saw the inclusion of Comprehensive Sexuality Education as an essential part of the curriculum to teach *'relevant Life-Skills, values and attitudes, which is not specific enough in CAPS. CAPS is more about knowledge but very little on skills and behaviours.'* One of her responses to including Comprehensive Sexuality Education was that *'including content for teaching sexuality will mean nothing if teachers are not trained properly. Not all teachers can teach this.'*

The next step of the data collection process was structured on what the researcher found from engaging with participants but also anticipated, from teacher inputs, what the challenges may be that teachers would be confronted with from the alignment of the Sexuality Education within the ITGSE and the CAPS content.

5.5 ANALYSIS OF THE DATA COLLECTION PROCESS

5.5.1 Data analysis and Interpretivism

The study was conducted within an interpretive paradigm that used case studies to collect data from Life-Skills teachers and subject advisors in the foundation phase. The researcher recognised how the lived experiences and the gaps in their understanding of the topic would impact on how the intervention would be drafted. For this reason, this section is detailed and elaborates on a range of responses from participants. The value is that these inputs would be reflected in the detail within the proposed SLP process.

The researcher engaged closely with participants to explore their own understanding and experiences of the phenomenon being studied. The researcher provided an in-depth understanding of participants' perceptions, understanding and their disposition to the inclusion of CSE into the Life-Skills CAPS for the early grades. Responses from participants like *'we see these issues posing a risk for our young learners daily'* (T1); and *'we can no longer pretend that talking Sexuality Education shouldn't happen in the foundation phase when our daily experience of risk and abuse says differently'* (T9). The researcher found that participants were able to interpret their experiences and link it to proposed content in both the ITGSE and CAPS. Participants were able to interpret how contextual factors impacted on something like health goals, which was not an aspect dealt with by participants previously. This added a richness to the findings and helped with how recommendations were ultimately formulated in Chapter 6.

The study aimed to use focus group discussions to create comfort with participants to talk together and experience each other's understandings and views. Although the study interviewed individuals when COVID-19 lockdown prevented group discussions, the interpretivist approach was as successful working with individual views as it was planned to for the focus groups. Participants could make meaning of the content in their own contexts and considering their own realities (Maree, 2017; Creswell, 2014; Mack, 2010). The researcher was able to follow up with factors that were known to the participant, which influenced individual thinking and interpretations. The researcher then linked it with what the broader group was contributing to the study. Participants often made comments like:

- *'I am sure our school is not the only school dealing with these issues because these issues are relevant to many other communities'* (T8H3); and
- *'I find the same challenges in most schools in our districts, schools that are not the same in terms of socio-economic factors and where you would think risks would be different'* (SA1).

The qualitative design to the study recognised the importance of investigating the phenomenon in a way that was sensitive to the context (Elbardan & Kholeif, 2017; Creswell, 2014; Bryman, 2011). The participants' own experiences and social contexts (ontology) in their own schools emerged in their subjective interpretations. The researcher was able to reconcile the views and interpretations of all the participants (epistemology) (Lin, 2020). *"We know the immediate contexts of our schools"* (T3) and *"we see the threats to our learners daily in the community"* (T8H3). *"I find it difficult to address issues with parents or learners themselves without the support of others in my school"* (T9).

The deviation from focus group discussions was initially considered a threat to the data collection process by the researcher. Once the engagement started with participants in one-on-one online engagements, the researcher was able to deepen responses on individual contexts. Participants felt less intimidated to disagree on issues and to gain clarity or reach agreement with the researcher when discussions had follow-up sessions.

The interpretivist paradigm selected for the study further allowed for a higher level of flexibility in collecting and using both primary and secondary data from participants. The structured questionnaire and reflective journal notes kept were used as secondary data sources (Annexures 4 (Q1); Annexure 5 (Q2); Annexure 6 (Q3) Annexure 7 (Q4).

Using the questionnaire removed pressure from participants for responding immediately as they would in a group. When seven (7) of the nine (9) participants indicated that they did not want to be audio-recorded but would be willing to still do individual interviews, the questionnaire became useful. The questionnaire was structured so that even participants who had no information on the ITGSE or who initially thought that they could not teach CSE, were taken through a set of questions.

This allowed the researcher to record their views and opinions. This is explained in **Section 5.6.5.1.2** below and used to structure the themes and sub-themes.

The reflective journal allowed for recording personal experiences, feelings, questions, and further questions to be answered. Participants were encouraged to replicate the method of recording their experiences and feelings with their learners using a reflective journal. The participants indicated:

'I would try to do that as part of the English writing lessons' (T3)

'I can see how a journal will help learners who are afraid to say upfront what they are experiencing' (T5); and

'The assessment tasks in all grades could easily include keeping a journal. Grades R and 1, drawings in Creative Arts. Grade 3 could write a paragraph' (SA2).

5.5.2 Description of semi-structures interviews

The researcher referred to participants as Teacher (T) and Subject Advisor (SA). Teachers will respectively be referred to as T1, T2H1, T3, T4, T5, T6, T7, T8H3, T9, and T10. T2H1 and T8H3 are heads of department at their schools. Subject Advisor were coded SA1 and SA2. This is done to protect the anonymity of the participants, as well as the school. Once participants realised that their views would be reported anonymously, they said:

- *'That makes me feel comfortable to disagree'* (T3)
- *'As HOD I wouldn't want to be quoted saying what our SMT doesn't do'* (T2H1); and
- *'I was just promoted so I don't want to seem to have opposing views to my school's'* (T9).

All participants agreed and had given their consent willingly to participate in this study. Once the study started and the focus was clarified, participants T4, T7 and T10 withdrew from the process citing issues like:

'I'm not sure I want to disagree all the time when I don't believe that sex education is right in our schools' (T4).

T7 found it difficult to engage in a telephonic discussion and raised the concern about ‘*will I be anonymous?*’ T (10) was only a temporary teacher so when delays happened due to the pandemic, she no longer wanted to be part of the research.

The researcher enquired from the participants if they would be comfortable to be audio recorded, using her smartphone and also if notes could be taken of all their inputs to the research questions. Five (5) of the seven (7) teachers and both subject advisors did not agree to being audio recorded. They did agree to filling in their questionnaires and sending them back. Some of the motivations forwarded were:

- ‘*I feel like my voice will be heard by others*’ (T1)
- ‘*Not if my subject advisor can hear and may disagree*’ (T7)

Another felt ‘*that’s too threatening*’. To maintain anonymity even for these quotes, the researcher has not indicated the teacher codes. In keeping with the ethical principle of ‘respect’, the researcher informed the participants that they would not be recorded. They agreed to the researcher taking notes and even following up with them individually. The issue of confidentiality and anonymity was re-iterated when participants gave individual feedback.

An important analysis of using semi-structured interviews was that participants were positive about responding to the open-ended questions and contributed positively to all questions, including the follow-up questions. They felt comfortable to share their experiences with the researcher. Both subject advisors were eager to share their experiences because they were ‘*aware of the impact CSE will have in the early grades*’ (SA1). They would also ‘*be able to give stronger support to policy implementation with their teachers*’ (SA2).

The structured questions were useful in guiding participants to respond to the various issues related to Comprehensive Sexuality Education. The questions also gave insight into some of the issues and strategies teachers could handle in their classrooms. The researcher found that being able to work individually and record varied responses across participants lent itself to being able to detail findings in Section 5.6 under structured themes and sub-themes.

5.5.3 Document analysis

Document analysis refers to a form of research in which records are used to generate data (Triad, 2016). This involves the reading records that were rich with information that is required to answer the research questions. According to Robson (2011), document analysis involves analysing and interpreting data generated from the examination of records and documents relevant to a particular study.

Documents used during the interviews with participants have been coded and analysed to support the efficacy of data collected during interviews with participants.

Teacher 1	T1	Document 1	D1
Teacher 2	T2H1	Document 2	D2
Teacher 3	T3	Document 3	D3
Teacher 4	T4	Document 4	D4
Teacher 5	T5	Document 5	D5
Teacher 6	T6	Document 6	D6
Teacher 7	T7	Document 7	D7
Teacher 8	T8H3	Document 8	D8
Teacher 9	T9	Document 9	D9
Teacher 10	T10	Document 10	D10

Table 5-7: Coding used for data analysis

Fink (2013) and Lankshear and Knobel (2011) purport that coding assists with preliminary organisation of data and analysis into clear themes or topics. In this study coding was used on documents submitted by participants, as well as on the notes made by the researcher from responses obtained from participants.

Participants submitted their inputs in different ways:

- some took photographs of their documents and sent to the researcher
- some completed their forms electronically and submitted
- some sent documents physically collected by the researcher; and

- some documents were drafted by the researcher to collect data from engagement with participants.

T9

SCHOOL CONTEXT: FACTORS THAT MAY IMPACT ON PLANNING AND DELIVERY OF CSE

<p>PHYSICAL CONTEXT</p> <p>clean, water + sanitation library used as classroom hall Not more than 40 learners in class</p>	<p>SCHOOL CONTEXT</p> <p>QUINTILE:3.....</p> <p>ENROLMENT:686.....</p> <p>NUMBER OF FP EDUCATORS:4.....</p>	<p>ECONOMIC CONTEXT</p> <p>poverty growing some learners don't have uniforms needing extra</p>
<p>SOCIAL CONTEXT</p> <p>high unemployment; some learners come by taxi many learners living with grandparents</p>		<p>HUMAN CONTEXT</p> <p>Diverse - mixed communities Active SGB informal settlements</p>
<p>CULTURAL CONTEXT</p> <p>diverse religions</p>		<p>POLITICAL CONTEXT</p> <p>Not sure</p>

Figure 5-1: Factors related to school context

The researcher was able to take individual documents and synthesise them into one comprehensive document that reflected the group's inputs.

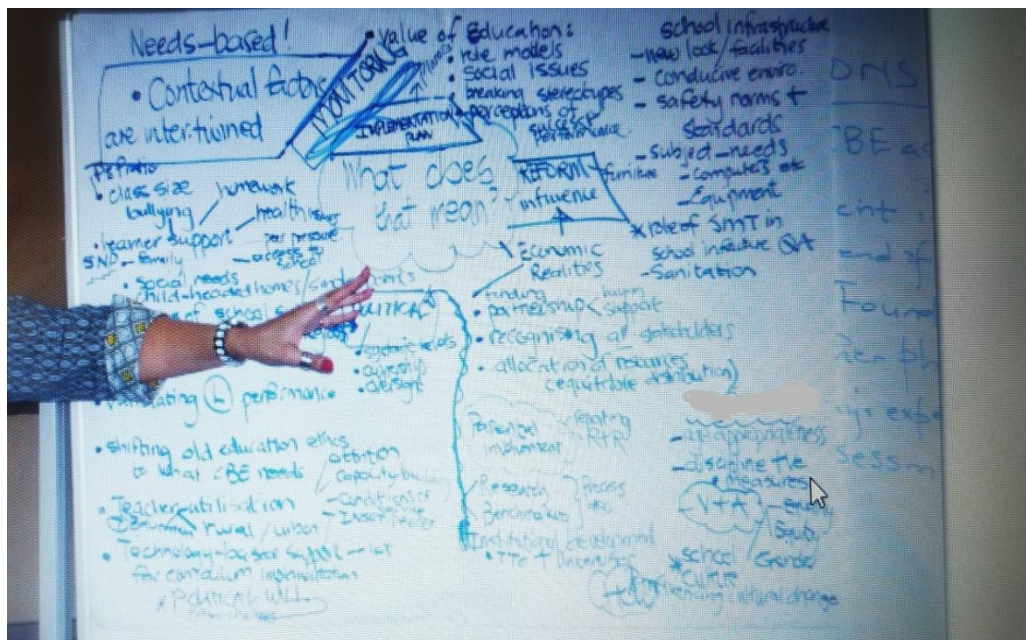


Figure 5-23: Collective brainstorm of participants' understanding of the ITGSE, CAPS and CSE content

The detailed brainstorm provided a wealth of considerations that the researcher could use to support the outputs from the research study.

5.5.4 Use of questionnaires

The questions for the focus group discussions were converted to a questionnaire for participants to respond to, since face-to-face engagements with participants were extremely difficult to conduct due to the pandemic. Focus group discussions were no longer tenable for engaging participants. The researcher was able to still respond to the research questions using the questionnaire items. The items were structured in a way where one item helped get evidence against more than one research questions (Bryman, 2011; Cohen *et al.* 2017). The researcher was also able to see a participant's responses that were similar across several different questions.

When analysing the written responses, the researcher was able to see conceptual thinking replicated across participants' responses. Common understandings and the identification of similar issues were very useful as a basis for identifying links to health goals and targeted behaviours. These became useful for linking contextual issues and the selection of content that would need to be taught through SLPs.

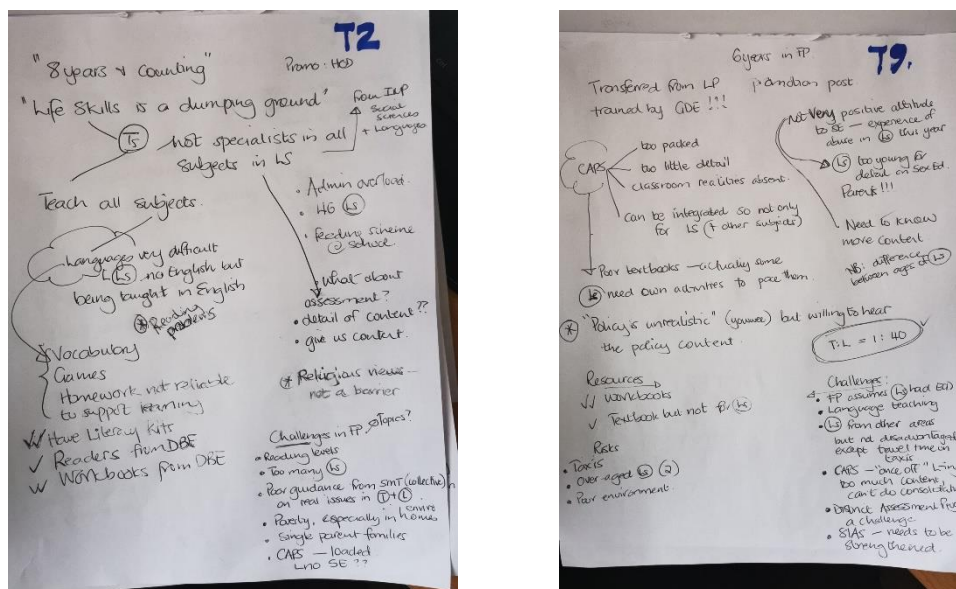


Figure 5-3: Examples of recording of individual responses to questionnaire items

Detailed matrices of thinking from different participants emerged that were useful for structuring common headings for a framework for the proposed development process for SLPs. The researcher was also able to use these conceptual links and questions to structure a teacher development strategy.

Participants expressed reluctance to be recorded because they understood that the research was on a subject not yet agreed to by the DBE, but that the research would be proposed to the DBE for strengthening teaching CSE within Life-Skills CAPS. The researcher explained that a summary of findings would be recorded, not individual inputs, and collated into frameworks for proposal emerging from the study. For example, a discussion on school policies reflected positive proposals for motivating for school policies being valuable in drafting school based SLPs.

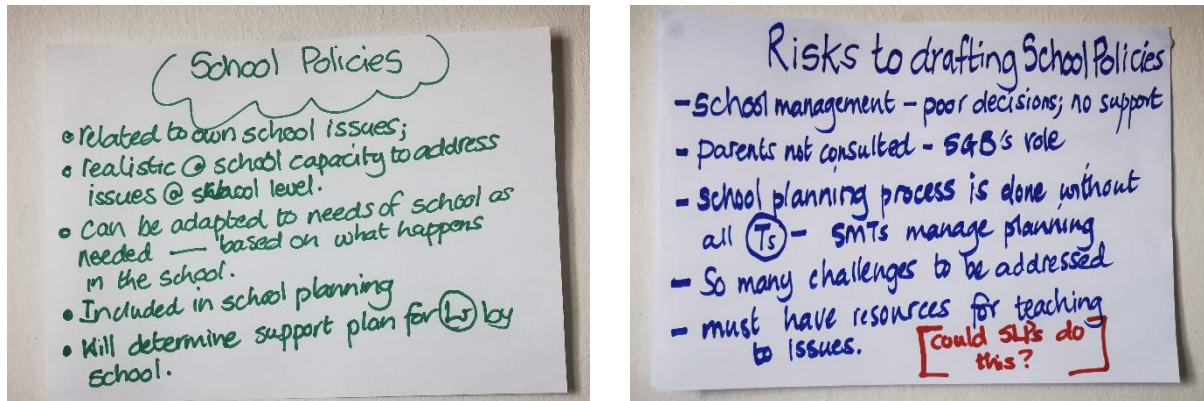


Figure 5-4: Contribution of participants for supporting the development of school policies to reflect CSE

This recommendation is discussed more fully in Section 5.6.6.4. below. Themes and sub-themes emerged from the analysis of the written responses and the contribution of these inputs are reflected in the analysis of the data (see Section 5.3) and in the recommendations (Chapter 6).

The researcher respected the participants' hesitancy to be recorded or quoted by using the questionnaire items. Alongside this, the researcher documented the anecdotal evidence provided by participants while answering the items. Participants are reluctant to give opinions, views, and feelings because they do not think it had value. This was supported by comments like:

- *'That's how I feel but it may not be accurate'* (T3)
- *'I may be way off course but in my experience, I find teaching new content a challenge for teachers'* (SA1); and
- *'I am often frustrated when we are told to do things where I can tell the district countless cases where our learners are impacted on differently'* (T8H3).

The same holds for the expression of values and attitudes related to CSE content. There is a two-fold opportunity from the research to build values and attitudes for both the teachers, as well as the learners through the SLP content. Teachers would value their own reflections if they were formalised as having value and there was concrete evidence in the curriculum making process. This observation by the researcher contributed to the decision to not only use reflective journals to record data from teachers but build the method of valuing attitudes, opinions, and views with teachers into the SLPs as a methodology.

A third motivation, which emerged when more difficult questions were being dealt with by the participants, was that having a questionnaire gave them more flexibility and time to be more reflective about their inputs. Participants indicated that:

- *'Because I was writing down my responses, I had to really be clear in my mind what I was saying'* (T5)
- *'I could spend time looking at CAPS and then deciding my answers'* (T8H3); and
- *'I changed my mind about some answers so many times that I'm glad I had time to write stuff on my own'* (T9).

Both subject advisors gave inputs that they were able to *'focus on the curriculum management issues and give it as part of my answers, not only the content'* (SA1); and *'some of the questions really meant that, as a subject advisor, I had to look deeper at what SLPs would mean for implementation in the classroom'* (SA1).

5.5.5 Reflective journals

The Norms and Standards for Educators include developing reflexive competences in educators so that they can be better mediators of learning and assessment, and more reflective of their own classroom practices (DBE, 2000). Participants were encouraged to think about keeping a reflective journal to record their thinking about some of the questions asked, especially when it required them to consider their own values and attitudes. The proposal to keep a journal was two-fold: firstly, participants would see the value of the reflective journal as a teaching and assessment methodology; and secondly, as a learning tool so learners learn to express themselves about the sensitive and confidential content they have learnt.

The researcher did not ask participants to share the content of their reflective journals. This was a condition made clear when the suggestion to keep a journal was discussed with participants. This was based on respecting privacy of feelings, opinions, experiences, etc. What the researcher did do was to talk about the value of getting learners to keep a journal of what they did, thought, felt, or wanted to say. It also encouraged participants to emphasise issues of privacy with the learners, which is an important aspect of dealing with CSE in the classroom. The importance of confidentiality of information when dealing with CSE content was profiled by taking participants through the role of the reflective journal. SLPs will deal with content that needs to have learners' information protected and respected.

When the researcher discussed the value of keeping a reflective journal as a teaching method, participants expressed that the reflective journal would be a good tool for teachers and learners:

- *'Keeping a journal, myself would make me more aware to let learners reflect on their own thoughts and experiences'* (T5)
- *'A difficult experience for teachers and for us as subject advisors is to assess values and attitudes within CAPS. The journal writing can be used to assess if learners have any attitudes or values from the lessons'* (SA1)
- *'As a teacher, I could monitor what's happening in a learner's life when it comes to safety or threats'* (T2H1)
- *'I could link the journal writing to Creative Arts. I find that learners draw their emotions well. In a home where there is something happening, the child will easily do a drawing that hints at that trouble'* (T6); and
- *'CAPS actually do not include any concrete ways to show learners how to express themselves. The journal will do that'* (SA2).

Participants agreed that keeping a journal could be included within a lesson that wanted to teach values and attitudes within the CSE content aligned to Life-Skills CAPS. In the ITGSE, the importance of providing opportunities to explore and nurture positive attitudes and values towards having good sexual and reproductive health later in life is emphasised as an important part of the CSE content. Alongside having possible values and attitudes, there is an opportunity to deal with issues related to

human rights and equality and building good citizenship. The inclusion of values and attitudes link back to teaching and assessing to the social goals that underpin the CAPS curriculum. The use of the reflective journal in the classroom would facilitate the focus on the social goals and include concepts like gender equality, gender norms, inclusivity, the right to be safe, cared for, and protected (DBE, 2017; UNESCO, 2018).

Reflexive competences are built where participants demonstrate the ability to connect information or performances and are able to make decisions informed by their understanding. T6 expressed that *'it's been so interesting to see connections with the ITGSE. I would be able to explain the links now but more importantly I can really think through what it means for my learners and my teaching.'* T9 claimed that *'I felt that learners in grades 1 and 2 are too young for sex education and that I would be uncomfortable with the detail. Now I see that the content can be taught and linked with what we can teach easily. Yes, it's not sex education.'*

Reflexive competences are demonstrated further by the ability to adapt to any changes that occur as a result of knowing differently and are able to justify those changes. The social learning theory (discussed in Chapter 3) is linked to learning and teaching methodologies that would generate flexible, authentic experiences (Hughes, 2019), that lead to a change of thinking, doing, and responding based on the experiences. The methodologies would be aligned to how learners in the foundation phase best learn and respond to social realities.

- The teaching and assessment of values and attitudes with associated behaviours (dealt with in Section 5.7.1.4) using the reflective journal is an important teaching methodology. The participants commented on reflective journals as part of the CSE programme within the Life-Skills CAPS: *'We have not had previous exposure to this as a methodology'* (T8H3)
- *'Subject training has not used this methodology before, but I can see it linking with Language writing'* (T3)
- *'It can definitely be part of the assessment that learners do'* (T1); and
- *'Teachers would need to be trained purposefully on using reflective journals'* (SA1).

5.6 Data analysis process

Open-ended interview questions (See Annexure 4) were planned to gain the relevant data from each participating early grade Life-Skills teacher and foundation phase Life-Skills subject advisors. To gain an understanding of how familiar participants were with the subject content knowledge and teaching approaches for the early grades, teachers were asked to indicate the number of years teaching experience they had teaching in Life-Skills. The subject advisors were asked how many years they had been supporting teachers in the teaching of Life-Skills. Understanding that the proposal to include Sexuality Education content into the Life-Skills content was a planned output from this study, the knowledgebase of participants with regards to the curriculum they are dealing with is important and would influence how participants would be able to facilitate teaching the new content.

It was important to establish participants' familiarity with teaching and the foundation phase Life-Skills CAPs. One subject advisor stated that *'Life-Skills concepts were clearly mapped out across grades and that there were natural links discussed across the themes found in Life-Skills, but no Sexuality Education concepts were isolated in the training.'* However, both agreed that *'the content in Life-Skills could be linked with Sexuality Education concepts,'* but both also found it difficult to say exactly *'which Sexuality Education concepts needed to be included for each grade.'* SA1 felt that *'the specification of Sexuality Education content should not be left to individual teachers to decide on.'* One of the teachers (T2H1) agreed by stating that *'I would be willing to teach Sexuality Education concepts if the concepts were specified against the related CAPS content.'*

The data from the question about whether participants were trained was important for establishing whether any participants were not trained. This would help structure the proposal for what needed to be included in a training module for CSE for early grade teachers as an output to this study and to answer the secondary question: 'What professional teacher development strategies are required to support the implementation of the SLPs?' Both subject advisors were trained on the implementation of CAPS during the provincial CAPS foundation phase training conducted between 2011 and 2013. Since then, subject advisors have been supporting teachers to implement the CAPS curriculum. SA2 indicated that while the training was focused on CAPS, it did not allow for an in-depth analysis of the content

in CAPS and did not have any specific focus on concepts related to Sexuality Education in Life-Skills. Significant from SA1 was that *'any recommendation for ongoing support and training would need to consider a process that included teachers mapping the concept they teach now with whatever new content needs to be included. Or teachers just won't simply teach it. It will be considered extra.'* After discussion with the participants on the inclusion of values and attitudes that emerged from interrogating the ITGSE content suggested, T9 made a point, saying that *'our usual ongoing subject trainings do not purposefully include attitudes, readiness, and challenges from difficult content and how teachers feel, so when we are trained then these things must be included. For the first time I can now see how the CAPS content is linked to the social goals. Do our subject advisors know these things?'* By implication, any inclusion of Sexuality Education content cannot be value-free or delinked from teacher attitudes and would need to be included in a training module for CSE. Theme 4 provides the data analysis and findings that will address the implications of the SLPs for teacher development.

After each semi-structured interview was conducted, the notes taken from the interview were transcribed. Photographic evidence was filed into categories against each of the questions asked. The transcription process was done immediately after the interview, to ensure that all the data that was collected and captured correctly and as accurately as possible. The written responses obtained from the questionnaire were analysed and organised into what was commonly said by participants and what was a unique contribution from each participant. The data analysis process had a challenge introduced by participants not wanting to have their telephonic conversations recorded. This meant that the researcher had to make notes while participants were answering, and often the natural follow-up prompting was not as fluid as it would be in a face-to-face situation. Although the advantage was that the researcher was able to synthesise the various inputs onto one schematic, graphic visualisation that showed the thinking and considerations of the whole group in one comprehensive, detailed visual. Writing up the recommendations were facilitated by having one collective synthesis of inputs against each of the research questions.

For example, the following flow diagrams show collated information received from discussions with participants and shows how iterative the discussion with participants was. The 'busy-ness' of these discussions and the iterative thinking that teachers have

to be taken through now needed to be captured in the proposed process for the development of the SLPs as a primary output of this study. These mind-maps have been shared back with participants, and especially with subject advisors, for what they need to consider in their ongoing training and support for teachers.

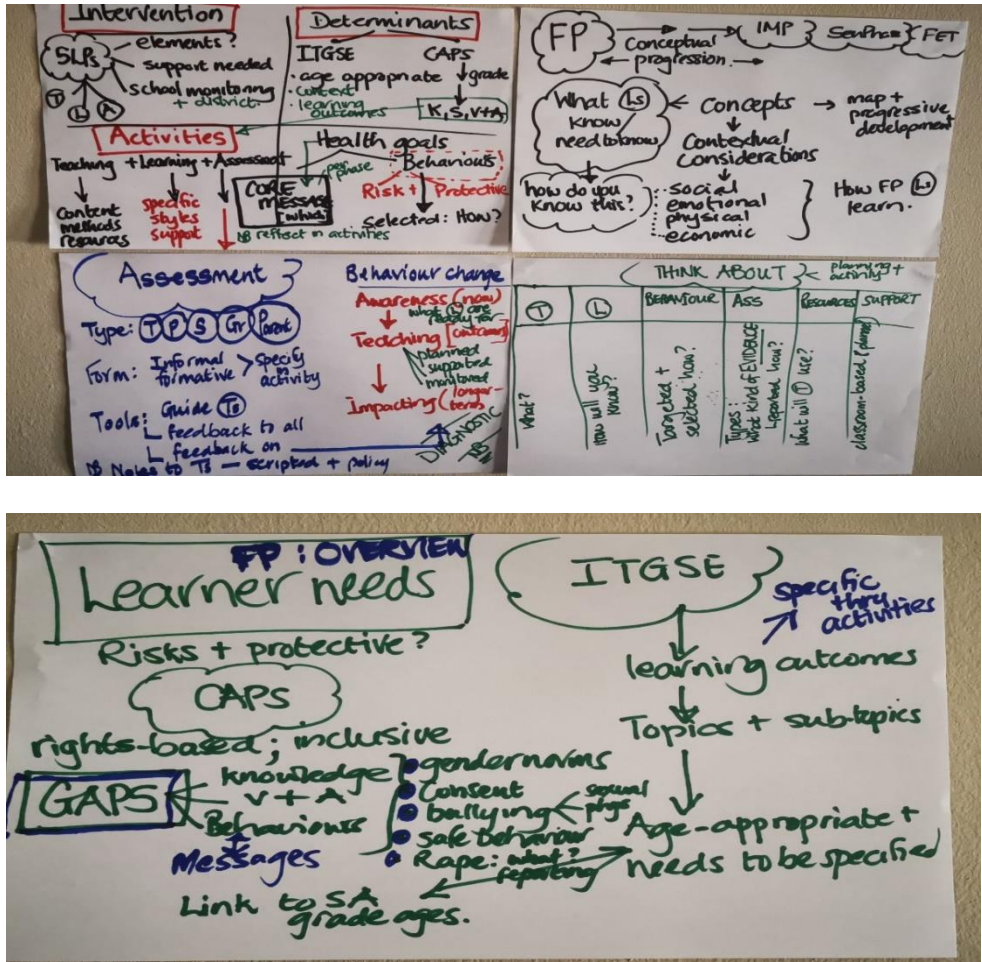


Figure 5-5: Brainstorm of planning how teaching and learning could include Sexuality Education

The researcher was able to translate this brainstorm process into design steps for developing a set of early grade SLPs. This brainstorm was replicated when draft SLPs were considered and when a draft development process was proposed in Theme 2 (see Section 5.7.2).

5.7 EMERGING THEMES AND SUB-THEMES

The data analysis was guided by both the research questions and the theoretical framework. The research questions gave direction and sequence to the analysis whilst

the theoretical framework provided guiding information to the data analysis process. The output of the data analysis process was four main themes, each with several sub-themes. Figure 19 is an overview of these themes and sub-themes. These themes and sub-themes will be discussed in detail in this section.

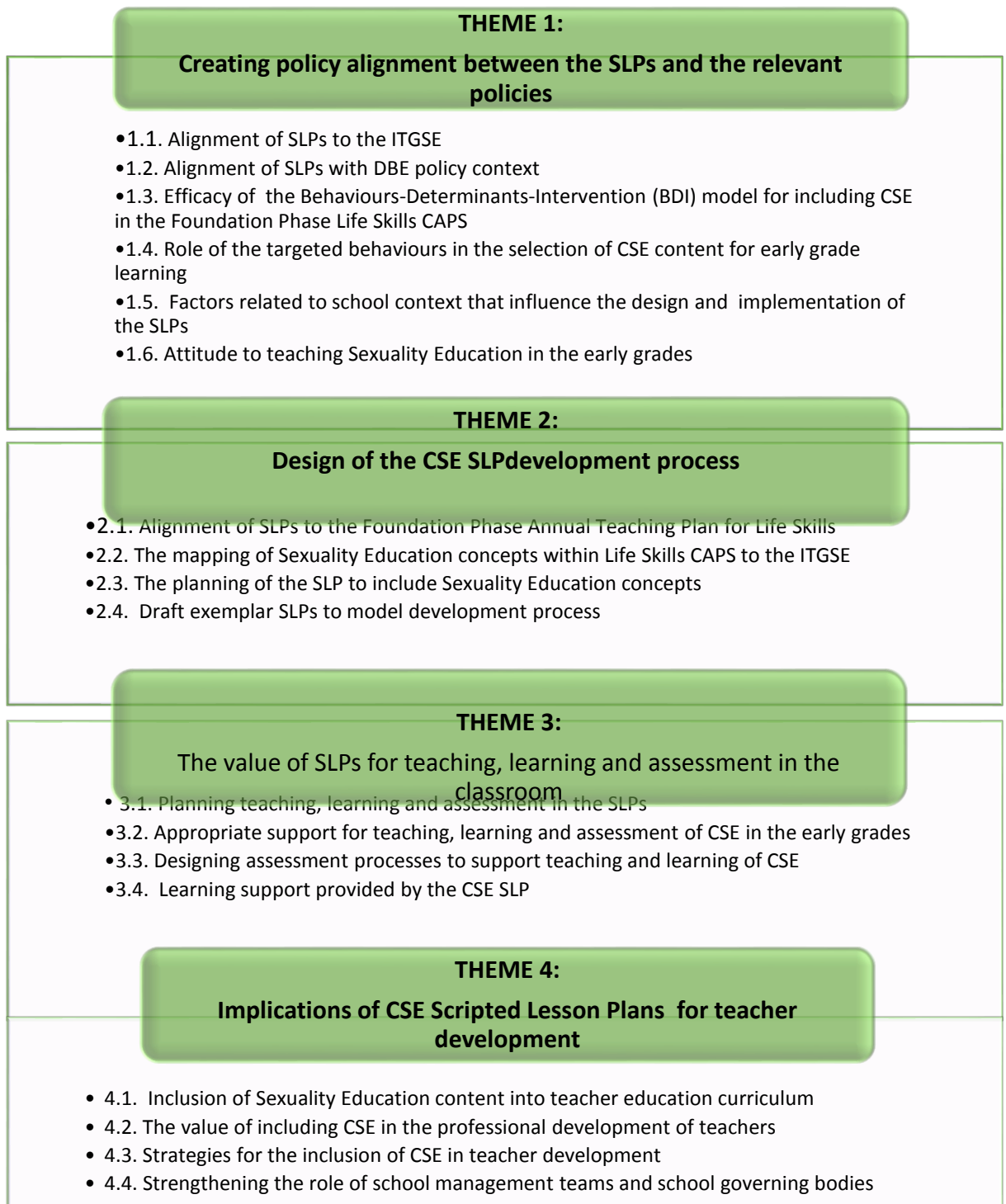


Figure 5-6: Themes and sub-themes emerging from the data

The researcher detailed the findings in each of the themes and sub-themes in a logical sequence that could be written up in Chapter 6 as recommendations from the research study. Creswell (2014) proposes that conducting a ‘thematic analysis’ generated themes and sub-themes that could be used to structure the data and findings. The themes were investigated against information provided by the theoretical framework and guided by the primary and secondary research questions. The themes and sub-themes are discussed in detail below.

5.7.1 Theme 1: Creating policy alignment between the SLPs and the relevant policies

The research study was aimed at defining a process that will support the development of CSE SLPs for the early grades by responding to the primary research question ‘How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS.’ In Chapter 2, the importance of teachers’ understanding the policy context guiding CSE implementation and being able to link the policy goals with what they teach in the classroom is necessary if CSE is to be taught and learnt effectively in the classroom. Teachers need to understand how national policies impact on and are aligned to their teaching of the curriculum content. This was a secondary aim of the research study.

A proposed development process would benefit from a mapping of what needed to be considered when developing CSE SLPs. A process map was structured around the following and structured as sub-themes:

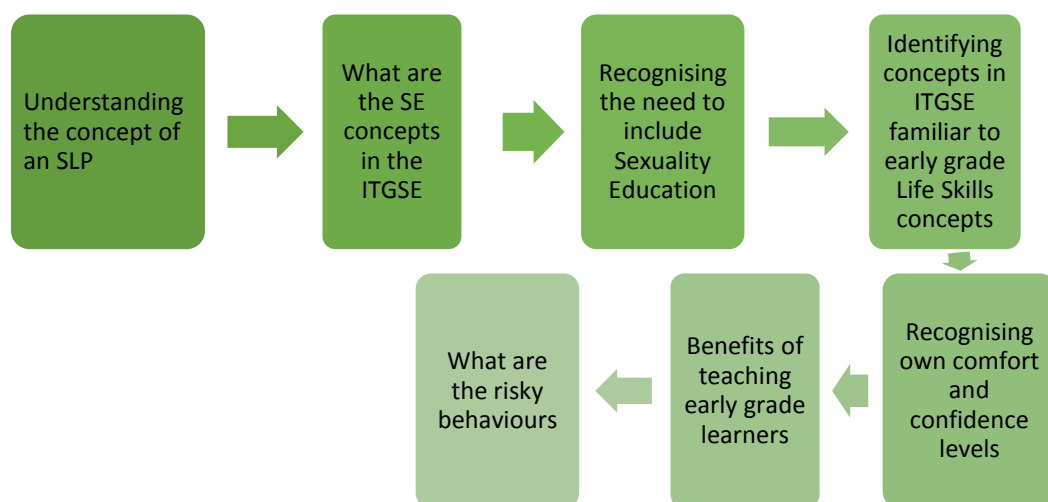


Figure 5-7: Sub-themes emerging from engagement with participants

Each sub-theme needed to be unpacked, so that the details and evidence of what each step involved could be structured with participants, and guide thinking about how SLPs could be developed to include CSE into the teaching of the foundation phase Life-Skills CAPS.

5.7.1.1 SUB-THEME 1.1: Alignment of SLPs to the ITGSE

5.7.1.1.1 Understanding the concept of a SLP

Participants were given an opportunity to understand the concept of having high levels of scripting (DBE, 2018a), using the SLPs as a means of creating an understanding and teaching of new content. Participants were asked if they knew the concept 'Scripted Lesson Plan' and was probed to see if they knew what the plan included.

Participants who agreed that SLPs would be useful included motivations like:

- *'Teacher do not have all the necessary content' (T3)*
- *'Teachers can only teach what is in the ATP for Like Skills because there is no time for additional subjects or content' (SA1)*
- *'I am happy to follow a script that is well done and will show me all the details to be taught' (T6)*
- *'We don't have textbooks that include Sexuality Education' (T5)*
- *'If DBE wants teachers to teach effectively and to create consistency across schools, then scripting full content for teachers will be useful' (SA2)*
- *'Will there be space for me to include my own creativity? My class may be different to other teacher's class' (T8H3)*
- *'What is included in a scripted lesson? If it has all aspects, then I think it will be very useful' (T9); and*
- *'I want to know that I am teaching content that is properly thought through. It's correct for our schools' (T5).*

The subject advisors both linked the value of having lessons that are highly scripted to their role as curriculum managers and support to teachers. SLPs were seen as being important for standardising content within CAPS so that it is easier *'to manage when we moderate teaching plans across schools' (SA1); and 'so that if common*

assessments are set by the province then all teachers have covered that same work' (SA2). The idea of curriculum coverage being good for teaching new content was expressed by SA1, who said that *'if the content fits into the ATP, then it has a specific time to be taught and I can tick it off when I check what teachers do.'*

One of the participants (T2H1) queried what the scripted content would include:

- *'I saw content in the media that was said to be in the SLPs, and I am not comfortable with some of the content. My parents will come down on me like a ton of bricks.'*

After a discussion on the media content and an explanation that the content must align to the content in the ATP, T2H1 was prepared to *'keep an open mind for now until I see the content for myself.'*

The following explanation assisted in clarifying the difference between Sexuality Education and Sex Education, and all participants agreed that this understanding needed to be made clear through the content of the SLPs:

- Sexuality Education deals with holistic human development; is age-appropriate; deals with values and attitudes about healthy decision-making; promotes sexual and reproductive health later in life; and is not focused on sexual pleasure but on prevention of HIV, STIs, early and unintended pregnancy, healthy lifestyle choices and avoidance of risky behaviours using a rights-based approach.

All participants agreed that sexuality education is different to sex education. Concepts advanced on their understanding of sex education included:

- Sex Education deals with biological, human reproductive processes and information; it deals with the 'how' of having sex, mainly about the physical aspect.

The discussion and inputs from the participants were synthesised into a working definition of sexuality education versus sex education, which the researcher used throughout the engagement with the participants when answering the research questions.

The working definition helped to align participants' thinking with the rationale for CSE in the ITGSE. The understanding of what the SLPs would be and how they would guide teaching and learning was significant in suggesting that while one part of the SLP would script teaching in detail, there was an opportunity to script learning for early grade learners in an age-appropriate, contextually relevant, with conceptual progression scoped to support learning in the Life-Skills CAPS.

Working definition for Sexuality Education

- Sexuality Education is a lifelong process that begins at birth
- It is about holistic human development
- It addresses the biological, cultural, social, psychological and spiritual dimensions of sexuality
- It includes knowledge (cognitive), emotions (feelings, values and attitudes) and behavioural (decision-making, communication, other personal skills)
- It is influenced by religion, culture, media messages, community values and ethos
- It includes a focus on relationships and interpersonal engaging
- It is developmental and age-appropriate

Figure 5-8: Teachers' conceptualisation of 'Sexuality Education'

5.7.1.1.2 Recognising the need to include Sexuality Education concepts in Life-Skills CAPS

Once the policy issues and context were dealt with and participants were comfortable with how the policies provided scope to deal with issues related to Comprehensive Sexuality Education content, participants were asked if they thought that Sexuality Education concepts should be taught. The questions were asked to record participants' attitudes to including Sexuality Education concepts within the Life-Skills content. Kinnear (2018) had previously researched the attitude of teachers towards CSE and concluded that the inclusion of Sexuality Education in Life-Skills CAPS was possible. Asking these questions gave participants the opportunity to raise their own attitudes and feelings so that the rest of the process of developing SLPs would not be impacted on by teacher uncertainty about their own attitudes.

The questionnaire provided for both 'Yes' and 'No' options and had structured follow-up questions for each response to allow participants to motivate their responses.

The instruction given was:

If you choose “YES”, tick the box and then follow the blocks below “YES” and answer the questions.

If you choose “NO”, tick the box and then follow **the SHADED blocks** and answer the questions.

The purpose behind using ‘Yes/No’ options was to allow the participants who may not think CSE was appropriate for the early grades to still consider what their opinions were against the rationale for CSE and SLPs being provided within CAPS. The researcher structured the questions in a way that both the teachers who were open to the inclusion of CSE in the Life-Skills CAPS and those who were not would go through the same process. The responses from teachers who may not have agreed on the inclusion of CSE were often the same as those who did agree. This was significant for the study because the study needed to evidence if, despite teachers’ own feelings and views, the inclusion of CSE would be conceptually possible. The Sexuality Education content would be subjected to defining how it could be taught and assessed as any other curriculum content would be.

For example, ‘Question 1: Why do you *think* learners should be taught content related to Sexuality Education in the early grades’ was asked to get participants’ responses to **if** they had considered if Sexuality Education could be taught in the early grades. It required that participants give an opinion, but at the same time think about the curricular possibility of including the SE content. The same was intended by asking teachers who felt that Sexuality Education should not be taught in the early grades. They were asked: ‘What reason(s) do you have for not teaching Sexuality Education in the Foundation Phase?’ The question asked participants to think about curricular possibility despite their feelings about CSE. The relevance was that all participants could agree on the ‘*teachability*’ (SA1) of CSE within the Life-Skills CAPS content.

Participants were also asked to refer to skills in the CAPS content that they would want to have included in the SLPs. The purpose behind that question was to get participants to be able to make links between skills to be developed and the content included. The introduction of skills with participants was aimed at getting participants to focus on the development of cognitive, emotional, and behavioural skills that CAPS requires be taught. The specific aims of the foundation phase provide guidance on the development of these skills (DBE, 2011a). Participants were required to identify where

throughout the CAPS content these skills qualified. Participants identified words used in the description of the content in the ATP that could be linked to the different skills. The same was done with selected content in the ITGSE.

- *'We know that one of the subjects must start dealing with teaching learners skills to cope with all the risks and abuses that are confronting them. Even the NCS included content for Sexuality Education but did not specify what skills must be taught'* (T3)
- *'We need to reinforce the specific aims and the explanation of what Life-Skills is, then we will be able to see what we expect the SLPs to address'* (SA2)
- *'I did not think of the skills we teach as being critical to teaching content. We check on the concept without thinking about which skills need to be taught too. That's significant'* (T2H1)
- *'I would now be able to take teachers back into CAPS and really see how when we teach, we are dealing with developing skills with our learners'* (T8H3); and
- *'It wasn't easy to identify but makes sense when linked to the concepts to be taught. Like "staying safe" needs communication skills or refusal skills'* (T1).

Participants identified content in CAPS that linked to Sexuality Education. They were able to link the skills that are listed in CAPS associated with the content identified. Participants recognised skills listed in the ITGSE that are linked to the skills targeted in the CAPS. Once the content in CAPS was clear, participants needed to identify the concepts that are aligned to CAPS.

5.7.1.1.3 Identifying concepts in ITGSE familiar to early grade Life-Skills concepts

The rationale, structure, and content of the ITGSE needed to be explained to participants. The initial question about how much participants knew about the ITGSE indicated that only one participant was familiar with the ITGSE; *'I know about the ITGSE from the briefing we had with DBE about the reason for why they were developing SLPs for higher grades'* (SA1).

A question about whether participants could teach the ITGSE in their classes was posed at the end of the explanation about the ITGSE. It was open-ended to get

participants to think about the links between the ITGSE and what they needed to teach in the Life-Skills CAPS. Participant responses included:

- *'We can't teach anything but CAPS'* (T5)
- *'Not if it's not in CAPS'* (T8H3); and
- *'ITGSE is an international policy, not a DBE policy'* (SA2).

These responses allowed the researcher to follow up with the next question **if** there were some concepts that were appropriate to the foundation phase CAPS content.

Understanding the ITGSE	T1	T2 H1	T3	T5	T6	T7	T8 H3	T9	SA 1	SA 2
Familiar with the ITGSE									√	
Rationale for the ITGSE as a global mandate	√	√	√	√	√	√	√	√	√	√
Unpacking the purpose of the ITGSE	√	√	√	√	√	√	√	√	√	√
Issues of age appropriateness, cultural context and scientifically accurate information on CSE									√	√
Identifying own contextual realities with those in the ITGSE	√	√	√	√	√	√	√	√	√	√
Mapping of ITGSE concepts with Life-Skills concepts across grades									√	
Could you teach the ITGSE concepts in your classes?					√				√	√

Table 5-8: Participants responses the possible alignment to ITGSE

The question 'Could you teach the ITGSE concepts in your classes' was asked anticipating that participants may not be familiar with the concepts of the ITGSE based on the responses in Table 13 above. To create agreement that Sexuality Education

could be taught in the early grades, the researcher took participants through a list of concepts (provided in the table below), which were selected from the ITGSE. Participants were then asked, ‘Which of the following concepts do you think are concepts that will help you teach Sexuality Education within CAPS?’

Question 2: Which of the following concepts do you think are concepts that will help you teach Sexuality Education in CAPS?	
Bullying	Keeping my body safe
Physical harm	Unsafe play areas
Healthy relationships	Good / bad touches
Respect for self and others	How to say “no” and be safe
Types of abuse	Knowing my body
Reporting abuse	Learners’ rights to being/feeling safe

Table 5-9: List of concepts from the ITGSE to teach Sexuality Education

Participants needed to tick off which they thought were aligned to concepts in the Life-Skills content. This exercise meant participants interacted with the terms within the CAPS content.

Participants were able to provide their understanding of where possible concepts could be taught within the Life-Skills ATP:

- *‘Personal and Social well-being’ as a study area within Life-Skills includes concepts related to staying safe and preventing bodily harm’ (T1)*
- *‘All grades include a focus on physical safety and protection from harm’ (T2H1)*
- *‘Personal well-being includes topics that addresses issues relating to nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health’ (SA1)*
- *‘CAPS suggests that teachers need to provide “well-managed, child-friendly and freely accessible environment” and is reflected in the term’s work’ (SA2); and*
- *Grade R Term 1 includes “Who may or may not touch my body”, Grade R Term 2 includes “Safe places to play and Unsafe places to play” (T5).*

The question posed to participants who did not think Sexuality Education should be taught in the early grades were asked to do the same. Participants who did not think that they would want to teach Sexuality Education content did not identify any of the concepts given to them as being content that they were not familiar with in the Life-Skills CAPS. They said:

- *'All the concepts here are in CAPS. I think all the concepts are important for learners to learn'* (T1); and
- *The concepts given are not sex education concepts, so where is the difficult sex education content'* (T9).

This was significant in building confidence of participants towards concepts in ITGSE that were relevant to CAPS and did not cause teachers to feel uncomfortable with teaching the content.

More significant for the study, was that participants commented that *'these concepts are still "safe" and I am comfortable teaching learners this content, but there are other issues that we cannot pretend are not coming up in the class'* (T2H1); and *'we are dealing with very difficult issues that are NOT in CAPS, so where can we deal with these'* (T9). These 'difficult concepts' needed to be collated by the researcher from inputs of participants.

The researcher then provided a grid of where the concepts were found in the ITGSE. To demonstrate the links in concepts between CAPS concepts and those of the ITGSE, participants were taken through a 'concept mapping' process. A grid of concepts was prepared. Participants were given a second grid of concepts that came from the ITGSE. The participants were asked to make links with the content from the two grids (**Annexure 8**).

An exemplar of what mapping was done for one topic in the ITGSE is provided below. The same mapping was done with each grade that was relevant to the participants. A complete indication of participants' inputs on possible mapping was provided in (**Annexure 9**).

TOPIC 1: RELATIONSHIPS

1.1. Families	1.2. Friendship, Love and Romantic Relationships	1.3. Tolerance, Inclusion and Respect	1.4. Long-term Commitments and Parenting
<p>Key idea: There are many different kinds of families that exist around the world</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe different kinds of families (e.g. two-parent, single-parent, child-headed; guardian-headed, extended, nuclear, and non-traditional families) (knowledge); ▶ express respect for different kinds of families (attitudinal); ▶ demonstrate ways to show respect for different kinds of families (skill). 	<p>Key idea: There are different kinds of friendships</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define a friend (knowledge); ▶ value friendships (attitudinal); ▶ Recognize that gender, disability or someone's health does not get in the way of becoming friends (attitudinal); ▶ develop a diversity of friendships (skill). <hr/> <p>Key idea: Friendships are based on trust, sharing, respect, empathy and solidarity</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe key components of friendships (e.g. trust, sharing, respect, support, empathy and solidarity) (knowledge); ▶ propose to build friendships based on key components of friendships (attitudinal); ▶ demonstrate ways to show trust, respect, understanding, and to share with a friend (skill). 	<p>Key idea: Every human being is unique, can contribute to society and has a right to be respected</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe what it means to treat others with fairness, equality, dignity and respect (knowledge); ▶ identify examples of ways that all human beings can contribute to society regardless of their differences (knowledge); ▶ list ways that making fun of people is harmful (knowledge); ▶ recognize that all people are unique and valuable and have a right to be treated with dignity and respect (attitudinal); ▶ demonstrate ways to show tolerance, inclusion and respect for others (skill). 	<p>Key idea: There are different family structures and concepts of marriage</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the concepts of 'family' and 'marriage' (knowledge); ▶ list different ways that people might get married (e.g. choose their marriage partners or have arranged marriages) (knowledge); ▶ recall that some marriages end in separation, divorce and/or death (knowledge); ▶ acknowledge that even though family structures and ways that people might get married might differ, they are all valuable (attitudinal).

Figure 5-9: Exemplar concept mapping with one topic in ITGSE

Through the concept mapping with the ITGSE, the researcher was able to demonstrate that concepts related to Sexuality Education in CAPS were aligned to the suggested Sexuality Education content in the ITGSE (Annexure 10).

5.7.1.1.4 Recognising own comfort and confidence levels to teach Sexuality Education

Kinnear (2018) found that Life-Skills teachers felt that knowing the Sexuality Education content and teaching methodology themselves would increase their confidence and comfort levels to teach CSE. The above concept mapping affirmed that there was a high level of alignment between concepts in the ITGSE and CAPS.

Venketsamy and Kinneer (2020) confirm that teachers would be more comfortable with knowing what needed to be done by making the curriculum content explicit, including any resources like gaming and play methodology. This has implications for what SLPs needed to include and that by including specific content, methodology, and resources, teacher confidence and comfort levels could be increased.

Participants were asked the following question: ‘Do you always feel comfortable or confident about teaching Sexuality Education concepts? Why/why not?’ Participants expressed the following:

- *‘The concepts that we identified in CAPS are easier to teach because in a way they have been written into the ATP with methodology and resources’ (T2H1)*
- *‘The concepts in the table are familiar and I can see how many of the concepts are dealt with in the textbook but the concepts that we highlighted in the ITGSE, which are aligned to CAPS, there may be no textbook with that content. We will need to guide teachers’ (SA2)*
- *‘I am not uncomfortable; I think I am more unsure. With detail, yes, I am confident to teach those concepts’ (T9)*
- *‘I relied on support and some initial training to teach Life-Skills when I got to the school. Life-Skills was not one of my subjects. I could easily get on top of the content based on worksheets given to me, the workbooks in other subjects. Even the ANAs gave me some indication of what was expected from me. In the same way, the Sexuality Education content new to teachers can be given the same support. I would be confident to teach then’ (T1); and*
- *‘teachers won’t have a bad attitude to teaching Sexuality Education when they feel comfortable and have been trained on what skills are needed. Some teachers have been around since before CAPS so content change isn’t strange to them’ (SA1).*

Ahmed *et al.* (2009) found that teachers’ attitudes were not an impediment to implementing sexuality education, but that the level of comfort and skills in handling the various sexuality education topics in the classroom context may be a constraint for teachers. This finding is important for deciding on what the design of the SLPs will consider. Teachers expressed that they will not interpret the ITGSE but that the SLPs will drive the design of activities they will teach.

The researcher recognised that SLP alignment with the policy context was important for getting teachers to understand how SLPs would need to be designed.

5.7.1.2 SUB-THEME 1.2: Alignment of SLPs with DBE policy context

The question posed to participants on the policy context required that teachers indicate their knowledge and understanding of what policies were relevant for addressing Comprehensive Sexuality Education in schools. The feedback from T5; *'I have for the first time been taken through how policies for curriculum work and what I need to know'* was echoed by most participants. T8H3 indicated that she had already *'started making notes in my Life-Skills CAPS where I can identify where policy elements like human rights, values and attitudes, how some group teaching methods can work'* and this is extended to how content from the ITGSE would be selected.

Participants are not always aware of the policies in place that underpin CAPS. They know CAPS as the main policy for guiding what they have to teach and what learners have to learn. There is little linking back to broader policies like the Constitution, which provides rights and social goals, nor how CAPS need to reflect the values in educational policy. The responses from participants on policy context and mandates included:

- *'I now recognise words in CAPS that link to values and attitudes. I can easily include values when I teach'* (T2H1)
- *'Teaching rights and responsibilities to learners is very important. I can see it's important to CSE even'* (T3)
- *'My choices in the classroom on methodology and opportunities to practice values is in my direct control as the teacher'* (T9); and
- *'we won't need special projects for values in education if we include values in the curriculum content'* (SA2).

One of the most significant contributions for the study that came from the engagements with participants, which summarised a simple way of foregrounding how the curriculum content links with policy, was the following graphic. It provided a simple guide to participants of the policy context and where their own classroom practice fitted into the whole policy implementation process.

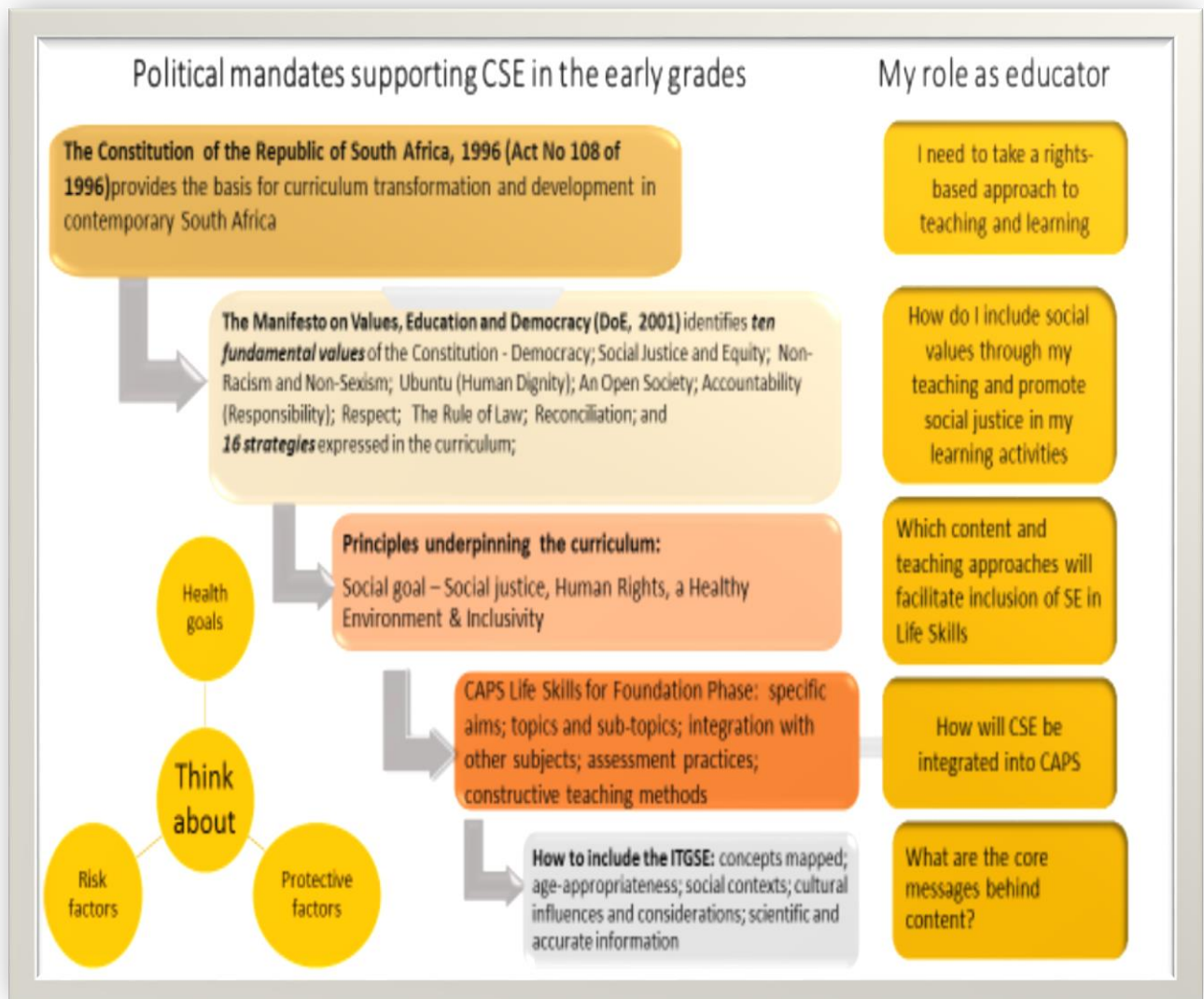


Figure 5-10: Overview of links between policy context and links to the curriculum content

‘This graphic is a simple illustration I could share with principals, parents, other subject advisors on how to explain what policies are important, how they link right into the activities teachers can develop for themselves for the classroom’ (SA2). The graphic is reflected on later in the discussion again with participants when the design of SLPs is discussed in Themes 2 and 4.

Theme 2 sub-theme 1.4 dealt with what behaviours participants considered important as a focus for what SLPs for the early grades will address. Participants were asked what some of the behaviours are, in their own contexts, which needed to be addressed that could evolve into risky behaviours - by adolescents in later years. They also had to

say if they could see signs of such behaviours in their learners already. A good observation from SA2 was that: *'the CAPS does not include factors like determinants, risk factors, protective factors, the part of the BDI model you explained. We cannot include it if it's not policy.'* T8H3 commented that *'teaching the BDI model would be too complex for early grades.'* The researcher explained that the BDI model was not to be taught but provided the understanding about how everything teachers taught on Sexuality Education was part of deciding what the health goals, behaviours, and teaching to protect learners from sexual and health risks were. The set of early grade SLPs would need to show how elements of the BDI were addressed through the content included in the SLPs. The data analysis included in Themes 1 and 3 documents participants' responses to the issue.

The significance of the comment for this study was that participants recognise that national policy was important but that schools needed to have their own policies in place for dealing with their own issues that emerged from their analysis of their school content. School policies would be useful to translate the strategy of national policy and make policy goals relevant to each school context (Ahmed *et al.*, 2009).

The researcher collated responses to include the following:

School policies will help implement national policy:

- *'relate to the school's own needs'* (T1)
- *'be realistic about the school's capacity to address issues at a school level'* (T6)
- *'can be adapted to the school needs as they emerge and based on what happens in a school and community'* (SA1)
- *'will allow for the school planning to include addressing those issues'* (SA2); and
- *'could be used to determine a school support plan for learners'* (SA1).

The subject advisors were asked what kind of support and what resources they thought teachers would need to teach new content within Life-Skills CAPS in the early grades. Questions about the social, cultural, and environmental factors evident in communities were prompted by literature on the important role played by external school factors on the successful implementation of Comprehensive Sexuality Education. Participants' responses included: *'a closer link with parents and the school'*;

‘improve the role of the School Governing Body on these matters’; and ‘train teachers on different methodology for the foundation phase’ (SA2). Responses from the teachers included: ‘our district officials will need to work closer with our SMT’ (T6); ‘we need help when we report issues related to CSE that learners are dealing with’ (T3); and ‘district-based support teams need to be functional to help teachers with their own mental and psychological challenges. These issues can get hectic’ (T5).

5.7.1.3 SUB-THEME 1.3: Efficacy of the Behaviours-Determinants-Intervention (BDI) model for including CSE in the foundation phase Life-Skills CAPS

Wood, and Roller (2014) quote Kirby (2011); Senderowitz and Kirby (2006) on the possibility of impacting on identified health goals by designing and putting in place a curriculum that will mitigate against risky sexual and reproductive health risks in young people. In response to the DBE’s National HIV, STIs, and TB Policy (2010), which has now been revised to include an updated focus on policy goals (DBE, 2017), Kirby (2011) proposed that the use of the BDI logic model would facilitate designing a curriculum that would address the health goals, the associated targeted behaviours, and assist in identifying the risk and protective factors. The BDI model as a logic model for implementing CSE within the curriculum was discussed in detail in Chapter 3. The researcher used Kirby’s rationale for the BDI model to structure a process with participants for what the BDI model meant in their own school and classroom contexts.

Following the steps discussed in Chapter 3 proposed by the BDI model, participants were taken through a process of finding links between what policy aims, health goals, and behaviours that were being targeted.

Participants understood that policy aims are set by policy makers and so they are mandatory. The policy aims that were discussed in Chapter 2 were shared with participants:

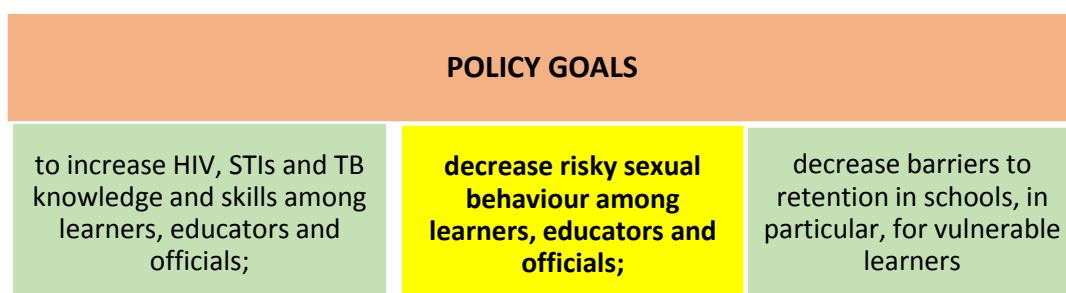


Figure 5-11: Policy goals (DBE, 2017)

One policy goal to ‘decrease risky sexual behaviour among learners, educators, and officials’ was selected for the purpose of the exercise where participants drafted possible health goals for a CSE programme in the early grades. The purpose of this step is to get participants to see that a health goal, with behaviours (Section 5.5.1.4) and risk factors (Section 5.5.1.5) are designed from the policy goal. The health goal and behaviours, together with the selection of content, would be used to scope the SLPs.

Participants recognised that

- *‘Changing risky sexual behaviours in learners later during adolescents by teaching to specific risks as early as the foundation phase was a long-term aim that the curriculum needs to replicate from early grades to adolescents’* (SA1)
- *‘As a foundation phase teacher, I will only be able to introduce learners to thinking about what behaviour is risky’* (T3); and
- *‘So, we create the awareness and positive thinking in our classes with such young learners’* (T6).

Most participants raised the issue of having this discussion with learners in an age-appropriate way *‘to make sure the language and concepts don’t intimidate learners’* (T1); and *‘this needs careful prescribing so that parents don’t get the wrong message’* (SA2). A significant input was made by T2H1 who contributed, ‘the importance of behaviour awareness and long-term change happens with individuals and as part of self-development.’ This was an immediate link to the key focus area of Life-Skills ‘Personal and Social Well-being’.

A schematic representation of the main ideas from participants for what health goals could be used to address the policy goal included:

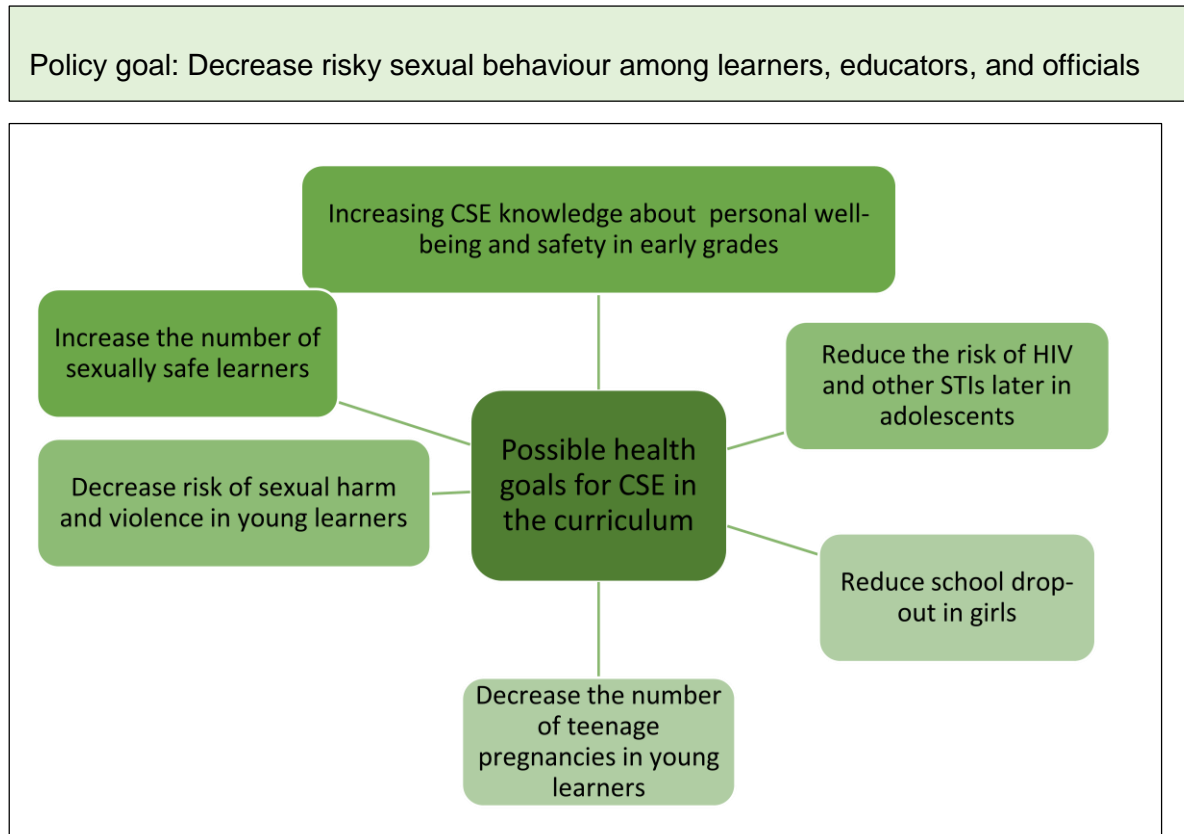


Figure 5-12: Possible health goals derived from policy

For the researcher, the emphasis was not on accuracy of language used to formulate or express the health goals, but to allow participants to express what they think possible health outcomes may be from the goals expressed. It was also significant that participants be able to consider how what was taught and learnt in the early grades would have an impact on what learners did in their adolescence in later grades. This was best summarised by T8H3, who said: *'we can really change the futures of our girl learners by teaching them that they have a choice'*; and T9 *'If we don't start in the early grades, we will only be able to watch how learners with great potential drop out of school because of social issues.'*

Annexure 5 was structured to get participants to reflect on what they thought teaching Sexuality Education would help them address with their learners. The purpose was for participants to rank which issues listed were more important than others in terms of the change they could bring. Many participants found it difficult to rank but indicated that *'all these issues are important and interrelated'* (T8H3). Feedback from participants showed that participants changed the list of ranking often, showing that

the issues were significant and that participants understood that CSE could impact on each of the issues considered important to the teaching of Sexuality Education.

The issues listed for ranking were drafted from the health goals and possible behaviours related to the health goals in the policy. By ranking the issues participants would have started thinking about how the health goals are linked more closely with what learners do or are confronted by in the classroom. A link between health outcomes and what learning needs to happen is facilitated by the activity.

Ranking	Importance of teaching and learning about Sexuality Education	Comments:
	Make good decisions about what they want for themselves and so stop risky behaviour taking away their life goals	
	Keeping learners safe from harmful behaviours from others, including those they may know who mean to harm them	
	Becoming aware at a very early age that they need to keep safe	
	Reduce sexual abuse and the impact of unsafe behaviours and practices with young learners	
	Understanding the risks involved in not seeing risks and threats	
	Knowing that they have the right to safe homes, schools and communities	
	Learning communication skills that will help protect them when confronted by adults who mean to harm them	
	Being taught key messages throughout their young lives that will help them keep safe	
	Increase awareness and establish understanding of safe behaviours in young learners	
	Increase the number of at-risk- learners reporting of sexual abuse	

Table 5-10: Ranking issues likely to bring about change in learner behaviour

An important observation from participants was that by expressing possible health goals encouraged them to think about how the teaching content in CAPS could impact on the health outcomes for learners. The participants commented: *'It's now not just an education focus but a health focus'* (T3); and *'Teachers don't see their role in terms of keeping learners healthy and safe. Even subject advisors think the health policy belongs to the health promotion officials. And vice versa'* (SA2). T5 expressed that she could *'now see how teaching content that deals with (sexual) risk and violence from an early age will encourage learners to think that they have the right to be safe.'* This statement is in support for promoting a rights-based approach to teaching CSE. The UNESCO (2018); Wilson (2014); AWID (2017) promote a rights-based approach to designing and implementing CSE. This was a significant consideration and is discussed again in a later section of the study where the need for specific training on rights based CSE is analysed and discussed (Theme 4, Section 4.2)

Participants were asked to think about what health goals they could draft for the other two policy goals. Their inputs were considered in later steps of the process for developing SLPs (Theme 2).

5.7.1.4 SUB-THEME 1.4: Role of the targeted behaviours in the selection of CSE content for early grade learning

The UNESCO (2018) assert that teaching CSE to young people empowers them to take responsibility for their decisions and behaviours, and builds awareness about how their choices and attitudes affect others. Shisana *et al.* (2014) recommended that South Africa needs to accelerate implementation of programmes aimed at social and behavioural change by addressing issues, such as early sexual debut, age-disparate relationships, and inconsistent use of condoms. The DBE policy has considered that these key factors need to be addressed and has included them in the policy goals as stated in Section 5.5.1.3 above.

These factors, amongst others, are useful in guiding what behaviours could be targeted through the inclusion of CSE into the curriculum (Venketsamy & Kinnear, 2020; Kirby, 2011).

As policy goals, these are policy statements are not found directly in the CAPS subject statement or subject aims. The policy statements need to be embedded within the subject content if they are to influence teaching, learning, and assessment in the

classroom. Knowing the behaviour being targeted will facilitate the selection of curriculum content to be used to teach about behaviours (UNESCO, 2018; Kirby, 2011; Mavedzenge, Doyle & Ross, 2010). Participants could link teaching about behaviours as being linked to *'building responsibility in learners early already'* (T9); and *'this could really influence positive attitudes and skills in learners'* (T6).

Question 6: 'What are the risky behaviours impacting on learners in your class/school' was asked to the participants.

The following summarises inputs that were offered by participants about defining possible behaviours to be targeted from the health goal *'Reducing the incidence of HIV, STIs and pregnancy among all learners attending public schools in South Africa's nine provinces.'* Participants provided their behaviour statements that they considered would help achieve the policy goal.

Possible behaviours targeted included:

- *Avoiding risk situations and staying safe (T1)*
- *Being aware of risky behaviour (T2H1)*
- *Promoting disclosure and reporting of abuse (T3)*
- *Making good decisions about personal safety (T5)*
- *Making healthy choices about own health and safety (SA1)*
- *Staying safe (T8H3); and*
- *Building healthy relationships (T6).*

The researcher observed that participants, while formulating their statements, started using the policy language in the CAPS Life-Skills to express their behaviours. In doing this, participants were inadvertently already linking the identified behaviours to certain content in CAPS and showed that they saw direct links between content and targeted behaviours. It was the observation from SA1 that best summarised the purpose behind this step in the process of using the BDI model, SA1 said: *'we will be able to link what learners are learning directly with the behaviour we are targeting and in turn we would have achieved the health goal.'* This was significant, Kirby (2007), in his exposition of the BDI model, explained that the development of an intervention starts with a

statement about the health goal and is followed by the targeted behaviours and determinants towards defining an intervention. But the process could also be developed the other way so that the theory of change is supported. Graphically, Kirby (2004) illustrated this thinking as follows:

These components of a BDI logic model can be depicted graphically as follows:

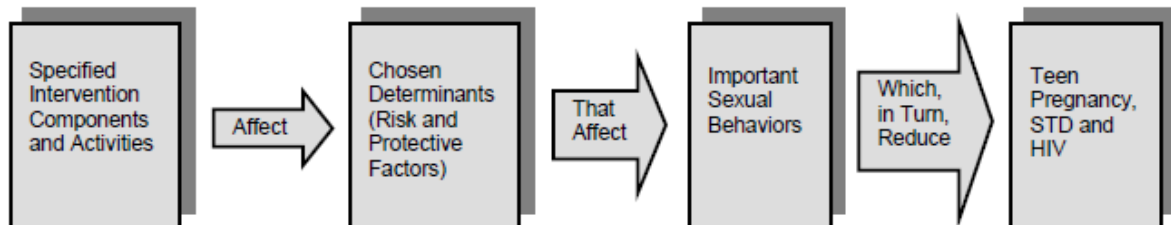


Figure 5-13: Theory of change represented in the BDI model (Kirby, 2004)

Sarda-Chandiramani and Gokal (2017) purport that using a logic model assists to uncover or set up a theory of change. The theory of change linked to the BDI was explained in Chapter 3. The identified assumptions or ‘if...and...then...’ thinking allows for the links between the intended outcomes of the intervention and any of the factors associated with behaviours or health goals. A statement was prepared by the researcher, which participants needed to complete, to show their understanding of the theory of change they could create:

The statement given to participants was ‘**If** learners were taught the impact of unsafe behaviours **and** they identified factors that influence their behaviours, **then....**’ Participants completed this sentence saying:

- *‘learners would make better choices to avoid the risk’ (T6)*
- *‘we would learners who could make better decisions later when they are older and more vulnerable’ (T3)*
- *‘learners would identify risks in their immediate environment’ (T5)*
- *‘schools would be safe places for learners to talk about their risks’ (T9)*
- *‘parents would be held accountable for any risks in the home environment’ (SA2);*
and

- ‘we would impact significantly on the teen pregnancy stats in our schools’ (SA1).

Participants were linking what changes could be introduced by changing the focus to what learners needed to know and do to get a different behaviour. Significant to the study was that participants were making statements that were looking at what risk factors and what protective factors could be considered when thinking of changing behaviours. This was an important step to get participants to think about how they could formulate their thinking to create change in a structured, processed way.

The researcher then developed their inputs to get participants to identify the risk and protective factors needed to be considered for the behaviours they targeted within their own context. It was useful to explain to participants that if, for any reason, a behaviour emerges from contextual factors that was not an initial behaviour targeted but still linked to the health goal, then the intervention could be adapted to address the behaviour. For example, during the COVID-19 pandemic schools were closed and that meant that learners were much more vulnerable in their communities than if they were at school. A possible behaviour that could now be targeted, which may not have been considered before may look like this:

SLP with content linked to “Staying safe”	Determinants: Risk & protective factors	Behaviour:	Health goal:
<p>New inclusion in sexual ed. content still linked to CAPS:</p> <p><i>Staying safe from substance abuse</i></p> <p><i>Reporting sexual abuse</i></p>	<p>New risk factor: <i>learners are exposed to increased substance abuse</i></p> <p>New protective factor: <i>sexual abuse reporting protocol developed by school’s SMT</i></p>	<p>New behaviour: <i>Avoiding risk situations and staying safe</i></p>	<p>Same health goal: <i>decrease risky sexual behaviour among learners, educators, and officials</i></p>

Participants’ feedback on the possibility of the intervention still being responsive to new behaviours identified from contextual realities included:

- ‘The benefits of being able to change behaviours as the need emerges is that you can still make CAPS relevant’ (T3)
- ‘Classroom teaching can really be managed to be relevant to learners and not look like it’s imposed by policy’ (SA1); and

- *'I can see now how issues reported from the SIAS process in a school can be addressed within teaching in classrooms. All grades in the school could benefit because Life-Skills and Life Orientation in upper grades have aligned content in the same focus areas'* (SA2).

The importance of this reflection from participants is that in determining the behaviours being targeted and thinking about the associated risk and protective factors, they would be able to link the content mapped in CAPS and the ITGSE to these risk and protective factors. This is significant for the design of possible SLPs for the early grades to address contextual factors within schools.

Once the participants were able to identify the possible behaviours that would guide their teaching, the behaviour statements needed to be versioned as statements that learners would be able to associate with. Kirby (2004) later supported by Wood, and Rolleri (2014); Kirby and Sendowitz (2006), guided by reinforcing targeted behaviours by providing key messages that target groups and advocate for responsible behaviours. Teachers are able to link the key message provided with the behaviours being targeted and state them as 'I-statements' (discussed in Chapter 3). In a planned activity to be taught, learners learn the content, identify the behaviour being targeted, and advocate for that behaviour by making a structured statement about the behaviour. The researcher used thinking generated by the social learning theory that 'own experience' is important for learning and creating awareness of targeted behaviour change.

By using 'I-statements', you take responsibility for how you feel, think, and need. Participants were asked to use the behaviours they stated above and to translate them into 'I-statements', which would be used later to develop the content in the exemplar SLP.

Possible behaviours targeted translated into 'I-statements':

<ul style="list-style-type: none"> • <i>Avoiding risk situations and staying safe (T1)</i> 	'I want to be safe from harm' (T1) 'I want to live in a safe home and community' (T3)
<ul style="list-style-type: none"> • <i>Being aware of risky behaviour (T2H1)</i> 	'I can stay away from harm' (T2H1) 'I will avoid risk' (T5) 'I choose to avoid risky behaviour' (T5)
<ul style="list-style-type: none"> • <i>Making good decisions about personal safety (T5)</i> 	'I make decisions to stay safe' (T5)
<ul style="list-style-type: none"> • <i>Making healthy choices about own health and safety (SA1)</i> 	'I want to stay healthy' (SA1)
<ul style="list-style-type: none"> • <i>Staying safe (T8H3)</i> 	'I choose safe places to play' (T9)
<ul style="list-style-type: none"> • <i>Building healthy relationships (T6)</i> 	'I want to keep my friends safe' (T6) 'I choose friends that keep me safe' (SA2)

Table 5-11: Possible behaviour statements

Participants found the process of translating the behaviour into an 'I-statement' useful and suggested that mechanisms like games (Physical Education) and making personal posters (Creative Arts) could be used to support learning. This was significant for the study because participants were making direct links between content and learning approaches that best suit the learning of behaviours.

The follow up activity was done to get participants to link the policy considerations for behaviours, with the risk and protective factors, to what factors existed in their own school contexts.

5.7.1.5 SUB-THEME 1.5: Factors related to school context that influence the design and implementation of the SLPs

Venketsamy (2018) states that the sexuality education that learners receive from their families, religious and community groups, and health professionals influences and complements what Comprehensive Sexuality Education is provided at school. This statement was endorsed by the following comments by participants:

- *'Learners bring social issues into the classroom from their homes and communities. We spend more time in class dealing with the impact of risks in the community on our kids than on teaching' (T1)*

- *'In my school, parents will not easily accept stuff related to Sexuality Education if they themselves are not comfortable talking about it with their kids'* (T2H1)
- *'Parents know their kids know things but don't you, as the educator, dare teach or even mention something to learners that is remotely linked to sex or sex education and they will confront you'* (T3)
- *'Never mind parents, my principal will freak out if she knows that there is a chance we will teach anything that will bring parents to school'* (T5)
- *'I am one of the young teachers in my school so other teachers leave a lot of the difficult issues like girls reporting that boys are bullying them or even sometimes touching them to us younger teachers'* (T6)
- *'GDE has done a lot of advocacy about health and wellness in schools and the School Health Package with SGBs and parents. If schools don't respond well to the need to include CSE then we probably need to start with what policy says. They (parents) know the realities in schools relating to sexual abuse and gender-based violence. We live it'* (SA2); and
- *'The court case with AB Xuma everybody in my district's schools know of it and so it was easier for us to take our district health plans to them. In fact, we were instructed by the HOD of GDE to start including the officials from the Health directorate in all our programmes'* (SA1).

Two participants strongly felt that *'if we give parents the reason for why we are teaching Sexuality Education and we are transparent then we will have parents' support'* (T1); and *'stick to the curriculum and link to what we know learners must know, then there will be support for CSE'* (T9). This was an important input for the development of an intervention like SLPs for the early grades. Whilst the content is curriculum aligned and relevant for classroom application, support for the SLPs need to be included with the aim of advocating and communicating with parents and the extended public.

Vanweesenbeeck (2020) argues that the school climate is often not aligned to what the programme aims to strengthen, in this case the CSE programme, and that the school context is characterised by many practical and organisational barriers like planning, timetabling, a safe environment. Participant responses concurred with this

view and further suggested some of what the development of SLPs would need to consider:

- *'Any more content added to the load of teaching in Life-Skills and teachers are going to complain. We know we need to teach about the challenges and risks that learners face outside of schools'* (SA1)
- *'Planning for CSE will mean extra time, where will it come from? It's not another subject that can get its own time allocation'* (SA2)
- *'CSE is going to mean that not only foundation phase teachers must teach this, but all teachers need to know and agree to this'* (T3)
- *'About addressing cultural issues, I have already said that some African stories teach about respect and trust and can easily be the point of linking with teaching in Languages. Planning across subjects is key and can include Creative Arts where learners can show their emotions and struggles visually'* (T3)
- *'Life-Skills is already too packed; how will teachers have to plan to do more at the same time'* (T2H1)
- *'Give teachers the planning and everything needed to teach Sexuality Education and they will do it. If you leave it to them to plan it won't happen'* (T9); and
- *'We must look at the important themes already given in CAPS and then see which will fit the theme of safety in the home, in school, of your body – that's what CAPS includes'* (T6).

Participants recognised that there would be limiting factors internal to the school that would challenge the inclusion of Comprehensive Sexuality Education.

UNESCO (2015) suggests that the local context should be considered when designing a CSE programme to include what kind of teaching and learning material should be used. SLPs developed to support CSE in the national curriculum will not be able to speak to all local school contexts. Provinces and districts have diverse contexts that impact on what their school contexts are, and each theory has its own contextual factors that will impact on the implementation of CSE. How effectively and efficiently teachers implement the curriculum, and for the purposes of this study, the SLPs rely

on how well they manage the impact of the school's contextual factors. Kinnear (2018) proposes that teacher training and district support for CSE into the curriculum include a specific focus on the importance of school contexts. Vanweesenbeeck, Flink, Van Reeuwijk, and Westeneng (2019) allege that there many challenges to the implementation and delivery of CSE in especially poorer contexts where there is, for example, a paucity of resources. The lack of resources is linked to the contextual realities in schools.

In this study, the researcher referred to the context barriers (Chapter 3 Figure 11) raised by Vanweesenbeeck *et al.* (2019) as factors that could impact on the implementation of an intervention, including an intervention in place to support CSE implementation.

These issues were used to extend the thinking of the researcher about how the school context is relevant in the purpose, planning, and design of SLPs that will teach Sexuality Education content relevant to the needs and context of learners in the early grades. For the participants, it was necessary to have them think about what factors existed within their school context that would need to be considered when designing, drafting, and implementing SLPs. Participants were asked about what they thought the importance of 'context' for the design and development of a CSE process was and how it may influence the content selected.

The following table was drafted and used to get the responses from the participants on the factors from a school's context that may impact on the planning and delivery of a CSE intervention:

SCHOOL CONTEXT: FACTORS THAT MAY IMPACT ON PLANNING AND DELIVERY OF CSE

PHYSICAL CONTEXT	SCHOOL CONTEXT QUINTILE: ENROLMENT: NUMBER OF FP EDUCATORS:	ECONOMIC CONTEXT
SOCIAL CONTEXT		HUMAN CONTEXT
CULTURAL CONTEXT		POLITICAL CONTEXT

Figure 5-14: Contextual factors important for teaching and learning

Responses from the participants included the following:

- *'I have not ever thought of thinking about school context in terms of all these different aspects. We don't link issues at school and in the classroom to what issues we have with the general context'* (T2H1)
- *'My school is in a poorer environment, but this analysis showed me that there are some good factors in the school that we don't consider'* (T6)
- *'In my school, drug abuse is a huge problem and as teachers we see it as a community problem, not one that comes right into all classrooms as a factor affecting performance of a learner'* (T8H3)
- *'I was trained for the RNCS and we were told that schools need to plan on a macro and micro level. I understood what that was. We actually used to do that for planning for the following year. We never looked at school context as what we needed to include if we wanted to plan properly'* (T3)

- ‘In my district I can easily see how different contexts impact on schools. One school in the district can be doing really well, but then down the road another school does so bad. Same district. Now I can see that schools respond to the contexts around them. I am going to start doing a breakdown for all my schools using this analysis’ (SA1)
- ‘Drugs, physical abuse, rapes, drinking, drop-outs, and gangsterism. I can name these factors. What I did not think about is how they actually come from the school’s environment. I know that they affect learners. I can also see that CSE can help us teach to these factors’ (T1); and
- ‘Who will choose the factors as not all contextual factors can be addressed by any one intervention? If the factors are written into the SLPs then as teachers, we could link it to our own social factors for our school’ (T5).

The response for T9 best demonstrated that teachers need to reflect a few times, probably in a bigger group, so that all the factors that could impact on teaching and learning of Sexuality Education would be comprehensive and would drive planning.

T9

SCHOOL CONTEXT: FACTORS THAT MAY IMPACT ON PLANNING AND DELIVERY OF CSE

<p>PHYSICAL CONTEXT</p> <p>Clean, water + sanitation Library used as classroom Ball Not more than 40 learners in a class</p>	<p>SCHOOL CONTEXT</p> <p>QUINTILE: 3</p> <p>ENROLMENT: 1686</p> <p>NUMBER OF FP EDUCATORS: 4</p>	<p>ECONOMIC CONTEXT</p> <p>Poverty growing Some learners don't have uniforms Feeding scheme</p>
<p>SOCIAL CONTEXT</p> <p>High unemployment; Some learners come by taxi many learners living with grandparents</p>		<p>HUMAN CONTEXT</p> <p>Diverse - mixed communities Active job Informal settlements</p>
<p>CULTURAL CONTEXT</p> <p>diverse religions</p>		<p>POLITICAL CONTEXT</p> <p>Not sure</p>

Figure 5-154: Exemplar of factors of school social context

These responses demonstrated the success of having broken the school context down into each of the factors included in Figure 27. To make links with factors related to school context, the researcher asked participants if they could link the factors they

identified with any content in their Life-Skills CAPS content. Participants needed to give only one example to demonstrate their thinking.

The following table was drafted from participants' responses:

T2H1	Unsafe environment	Safety - Safe places to play; Unsafe places to play; Being safe on the road
T3	No running water	<ul style="list-style-type: none"> • Protecting our bodies from illness • Washing fruit and vegetables before eating • Making water safe to drink
T6	Drug abuse	Healthy living Things that harm us - smoking, alcohol, drugs
T9	Poverty, so kids get into criminal activities	Staying safe: safe environments Making healthy choices
T8H3	Risks in the community	Public Safety - Dangerous places to play - include rubbish dumps, train tracks, roads, construction site

Table 5-12: Participants responses of school context factors related to CAPS Life-Skills content

Participants could identify how these issues could impact on learner performance and may contribute to learners feeling excluded and disadvantaged within their schools. By identifying the content within CAPS, participants showed their understanding of how the contextual issues could be used to guide what and how teachers teach and how learners could be kept feeling included in the classroom. Pather (2011) concurs that having a greater understanding of the school context, its communities, and local issues, contribute to ensuring that teaching and learning remain inclusive and assists with making purposeful choices to ensure that schools mainstream inclusivity.

The significance of the input from participants was that they had already started identifying possible CSE concepts as issues they had identified when they explored what Comprehensive Sexuality Education included in Section 5.5.1.1.

5.7.1.6 SUB-THEME 1.6: Attitude to teaching Sexuality Education in the early grades

The researcher aimed to get from teachers what their attitudes, views or opinions, and feelings were about Sexuality Education being included in the CAPS Life-Skills curriculum for the foundation phase by asking if they saw any value for learning and learners if they did teach Sexuality Education.

Participants were asked Question 5: ‘How would teaching Sexuality Education in the foundation phase benefit early grade learners?’ The focus of the question was not a direct question on if they thought Sexuality Education should be taught to avoid ‘yes/no’ responses. The question was framed in a way that saw learners learning of CSE as an output of whether they thought they should and would then teach the Sexuality Education content.

Using **Annexure 5** (used in Section 5.6.1.3 to elaborate on health goals), each of the listed the importance of teaching and learning on Sexuality Education, which participants had ranked before, was revisited. Participants were asked to read through all the statements, but to revert to their own ranked statements to motivate for why they had selected their responses.

Participants’ responses were varied and showed that participants were able to provide their own justification for why teaching Sexuality Education would benefit learners in the early grades. They said:

- *‘If learners get constant messages about making decisions about staying safe when they are young, they will be able to rely on their choices later when they are confronted by risk’ (T2H1)*
- *‘We know that learners are harmed by someone they know. We need to make them understand that they can say something without being harmed again by that person’ (T3)*
- *‘By giving them knowledge on what it means to be safe, they will always first evaluate if they want to be risky when they are teenagers’ (T5)*
- *‘Learners are at risk because they don’t even understand what unsafe behaviours are. We have heard learners say they are being bullied when in fact it’s much worse than bullying’ (SA1)*

- *‘When a learner is harmed in their own homes, parents won’t admit it. Then we at school need to deal with it. I would rather in a good way and as part of the learning teach a learner to be safe’ (T6); and*
- *‘I agree that learners must be taught about risky sexual behaviours but then I must be protected when parents ask. So yes, I do think learners will benefit’ (T8H3).*

By implication, T8H3’s response alluded to the SLPs being developed with the aim of ‘protecting’ teachers and the learning situation. One of the more significant responses came from T9 who commented that *‘Foundation phase learners will benefit only if the focus on CSE is maintained throughout the learner’s school life. The risks and risky behaviour are much greater later when they are teens. Changing behaviours and choices need to start early but sustained if we want results.’*

The link between health goals, targeted behaviours, and the identification of risk and protective factors provided a context that translated policy goals into what was possible through the curriculum content. The mechanism for translating the policy goals into what needs to be done is the set of SLPs designed and developed to support classroom implementation. The next theme considered the design of the CSE SLP development process.

5.7.2 Theme 2: Design of the CSE SLP development process

Theme 2 explores the key elements of the design process proposed for the development of early grade SLPs for teaching CSE within the Life-Skills CAPS. The design of the SLPs and planning of the content for each SLP started with finding alignment with the ITGSE (Theme 1 Section 5.6.5). In this theme, the design down approach from the alignment between the ITGSE and CAPS led to specifying the next part of the development process.

5.7.2.1 SUB-THEME 2.1: Alignment of SLPs to the foundation phase Annual Teaching Plan for Life-Skills

The Annual Teaching Plans provided by the DBE (2011a) for all subjects, specifies what content is to be covered (curriculum coverage), and also provides other aspects of teaching and learning to guide the teacher in their teaching and assessment. The Annual Teaching Plan does not specify what the learning process needs to be or how the learning process can be guided.

Section 5.6.5.1.3 explored the process of being able to map concepts from the Life-Skills CAPS with Sexuality Education concepts in the ITGSE with the aim of finding: (i) alignment of concepts; and (ii) gaps in concepts, where necessary content is not included, yet needs to be taught. The identification of the content is the first step in being able to plan what the SLPs would focus on. Participants agreed that *'planning for teaching Sexuality Education would also need to guide learning and assessment'* (SA2). T5, T8H3. and T9 also agreed that if behaviours are to be targeted then teaching, learning, and assessment should be specified clearly for teachers.

For the development of SLPs for teaching Sexuality Education in the classroom, a structure was proposed that would guide classroom teaching and provides a planning format. The format compiled all the different aspects discussed with participants in Theme 1 and organised the format against the format of the Annual Teaching Plan. The SLP would have to provide detailed scripting to create comfort and confidence in teachers to teach what is perceived as new content or addressing content gaps in CAPS.

Annexure 11 provided the template and notes on what each section would include. Responses from participants included:

- *'Teachers could easily follow this format if they needed to develop their own SLPs one day'* (SA1)
- *'This format is so detailed; I can see how we could use the same to plan even the other lessons in CAPS'* (T3); and
- *'Such a comprehensive plan would provide the lesson content at a glance and would really mean teachers just following the script'* (T9).

The format suggested scripting teaching, learning, and assessment of the Sexuality education content with great detail but still allows for flexibility by teachers based on the guide given. The significance of this finding was that the design and development of the CSE SLPs *'could be tested to support other subjects where content gaps have been identified'* (SA1) where detailed guidance needs to be provided to teachers.

5.7.2.2 SUB-THEME 2.2: The mapping of Sexuality Education concepts within Life-Skills CAPS to the ITGSE

Participants were asked the question ‘How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum?’

In South Africa we have one curriculum called the Curriculum and Assessment Policy Statement (CAPS), which provides topics, sub-topics, and concepts to be taught for each grade. For this reason, South Africa does not need a separate curriculum. Teachers need specification of the content that needs to be taught for Sexuality Education. For this reason, the alignment between CAPS and the ITGSE was done so that we align the content that stands within CAPS.

The International Technical Guidance on Sexuality Education (UNESCO, 2018) is a guideline for developing a Sexuality Education curriculum. It provides key concepts, topics, and learning objectives for specific age groups, which countries or institutions could use to develop their own Sexuality Education curriculum.

Draw lines that link the content in the ITGSE and CAPS so that you show how you think concepts are aligned. You can draw as many links as you can see:

See an example done in the red dotted line.

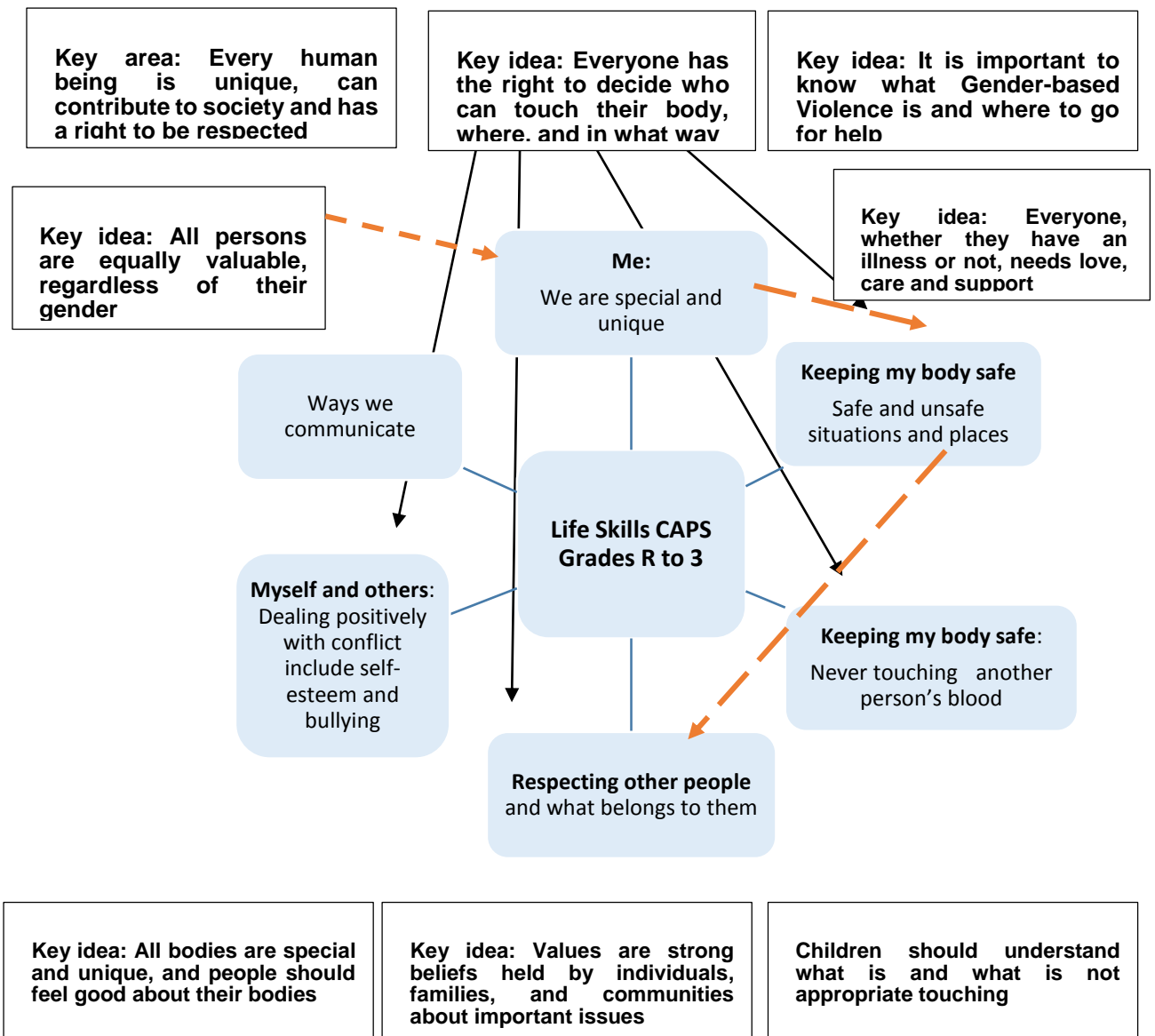


Figure 5-16: Exemplar of linking ITGSE key topics and learning outcomes with CAPS topics and sub-topics

Participants were able to make different conceptual links based on their own consideration of what the key ideas meant and how they could be linked to the CAPS topics and sub-topics. Each link would have the potential to be developed into a mapping of content to support that link:

- A national set of SLPs would be mapped based on which health goal(s) needed to be prioritised or fast-tracked

- At a school level, each link could be developed into a specific SLP that is responsive to the school context and could address behaviours impacting on the learners in that particular school.

This finding was significant, in that the same process used for responding to the national policy health goals would be followed by schools in addressing their own school policy goals.

5.7.2.3 SUB-THEME 2.3: The planning of the SLP to include Sexuality Education concepts

Planning of the curriculum content is provided by the Life-Skills Annual Teaching Plan for each grade. Time allocations for teaching across a week are set down by national policy (DBE, 2011a). The requirements for assessment to be done in Life-Skills in grades R to 3 are provided in the Assessment Policy Chapter 4 (DBE, 2018). Planning of the SLP needs to be aligned to policy requirements so that teachers teach the SLP content within the Annual Teaching Plan content. The selection of content for the SLP by aligning the content from the ITGSE (see Section 5.7.2.2) to be age-appropriate to the grade, relevant, contextual, and scientific is key to planning within the SLP.

Using Question 7: ‘Sexuality Education taught in the foundation phase should be age-appropriate, scientific and contextual (UNESCO, 2009). Do you agree? Motivate.’

The CAPS have the same main topic and sub-topics replicated across all four grades in the foundation phase. The difference across the grades is that conceptual progression is planned so that learning is scaffolded. The same concept is developed to varying levels of complexity of understanding from grade R to grade 3 and is aligned to what learners are ready to learn in a particular grade.

Topics and concept extracted directly from the foundation phase CAPS for grades R to 3:

Possible gaps in CAPS to be addressed			
Grade R	Grade 1	Grade 2	Grade 3
Topic: My body - 2 hours	Topic: Keeping my body safe - 4 hours • Safe and unsafe situations and places	Topic: Keeping my body safe Is not specified in CAPS but could	Topic: Keeping my body safe - 6 hours • We are not safe with everyone

<ul style="list-style-type: none"> • Identify and name body parts - include how many of each • Functions of different body parts • Who may or may not touch my body • What my body needs to keep healthy 	<ul style="list-style-type: none"> - such as waiting for transport, alone in shopping areas • ‘Yes’ and ‘No’ feelings • Practicing saying ‘No’ • Protecting our bodies from illness - Covering mouth and nose when sneezing or coughing - Never touching another person’s blood - Washing fruit and vegetables before eating - Making water safe to drink 	<p>link with the concepts specified in the ITGSE</p> <p>And link with</p> <p>Topic: Healthy living - 4 hours</p> <ul style="list-style-type: none"> • Things that harm us - smoking, alcohol, drugs 	<ul style="list-style-type: none"> • Rules to keep my body safe • Trusting ‘Yes’ and ‘No’ feelings • How to say ‘No’ to any form of abuse • How to report abuse <p>Note: This topic should focus on the prevention of physical and sexual abuse</p>
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Table 5-13: Exemplar of process for identifying gaps in CAPS

The concepts are progressively provided in CAPS for grades R, 1, and 3. There is a conceptual gap in grade 2 for the topic: Keeping my body safe. In this instance there is the opportunity to fill the gaps with content from the ITGSE, which is still linked to the CAPS using the topic: Healthy Living, and sub-topic: Things that harm us. The SLP would specify the link and concept to be addressed.

Participants were also taken through the time allocations provided in each grade. Time allocation is another way in which CAPS shows which topics, sub-topics, and content are prioritised. As learning complexity is scaffolded across grades, so is the time allocation increased to provide more learning time in the classroom. Participants were able to identify how planning of the SLP would consider concept development, time allocation and scaffolded learning opportunities across the grades:

- *‘The concepts seem the same, but each grade has a deeper level of learning of the concept’ (T2H1)*

- *‘The time is clearly provided, and each grade has more learning time allocated for the same topic and sub-topic’ (T6)*
- *‘The time allocation that is given in CAPS for the topics will also indicate how much teaching time and how much assessment time should be followed’ (SA1); and*
- *‘So, CAPS show how the concepts can also link in other topics and sub-topics. Then one SLP could address both topics if planned effectively’ (SA2).*

These findings were significant for the designing and planning of the SLP; it would have to show how the time allocation is adhered to within the CAPS, as well as show potential integration of content (**Annexure 12**). In the foundation phase, the issue of time allocation and repeated learning is important because learning methods for the foundation phase are supported by the Social Learning Theory (discussed in Chapter 3), which proposes that learning can be reinforced by emphasising the relationship between cognitive factors, environmental influences, and (targeted) behaviour (Bandura, 1977). The SLP development process would consider this finding and structure content and time allocation to reflect the learning theory.

5.7.2.4 SUB-THEME 2.4: Draft exemplar SLPs to model development process

To synthesise the key considerations of content alignment and mapping, responsiveness to policy goals and targeted behaviours, as well as the contextual factors discussed previously in this theme, a development process was mapped.

The significance of the mapped development process is that it can be used to develop a set national SLPs that respond to the national DBE policy. At the same time, as was demonstrated by participants, school policies designed to address contextual challenges and realities could use a set of SLPs developed for the school’s local context. Participants responded to the value of SLPs as being responsive to addressing targeted behaviours (Section 5.7.1.4) by agreeing that *‘any behaviour that is recognised as a risk can be addressed by SLPs designed and development with that specific content’* (SA2); and *‘we can actually see SLPs that are just for a specific need based on the Sexuality Education issue happening in the school’* (T6). The responses demonstrated that participants saw the value of the development process as two-fold:

- To support the implementation of the DBE national policies by developing CSE SLPs that focus on national health goals; and
- As an immediate school-based intervention put in place to address a CSE-related issue that is impacting on that specific school.

The process defines the levels of development and guides on support to classroom and school implementation of the SLPs.

The flow diagram represents the different levels of the development process that covers the policy context, the identification of the local need and how the SLP teaching, learning and assessment is structured.



Figure 5-17: Proposed process for developing SLPs

5.7.3 Theme 3: The value of SLPs for teaching, learning, and assessment in the classroom

The purpose of teaching sexuality Education in the early grades is to impact on learners later in life when they are faced with decisions about their own sexual and reproductive health and must avoid risky behaviour. The value of the SLPs will be to ‘create understanding of how policy impacts on what we do in the classroom’ (T5); but will also show policy makers ‘sometimes the policy doesn’t consider our school and classroom realities’ (SA1). This theme will provide findings from participants that allow for considering what process would be followed when developing and implementing SLPs, which are based on policy, but guide implementation in the classroom.

5.7.3.1 SUB-THEME 3.1: Planning teaching, learning, and assessment in the SLPs

Participants were asked “How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPS in the early grades?” Planning is provided for topics, sub-topics, terms, and weeks to guide what and how teachers teach the Life-Skills CAPS.

The Annual Teaching Plan provides the content to be taught across each term and makes recommendation for teaching methodology, what needs to be assessed, and some resources that could be used. The Annual Teaching Plan does not say ‘how’ each teacher will teach and assess to get the best learner performance from every learner in his or her classroom. Assessment is planned at the same time, where what is to be taught and what learning is being targeted, is planned.

Participants were asked to reflect on the relationship between teaching, learning, and the assessment of CSE within the Annual Teaching Plan presented in the figure below:

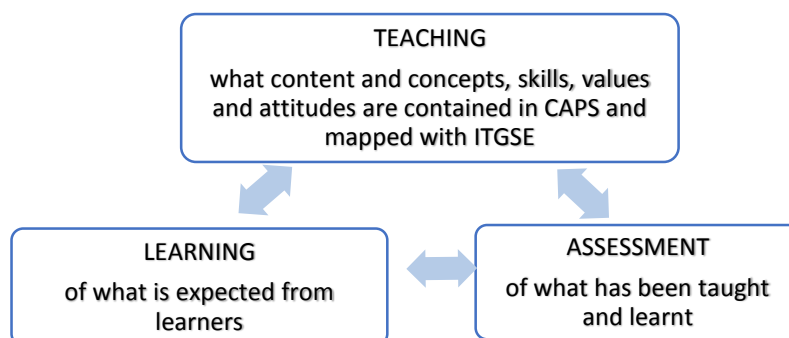


Figure 5-18: Integrated planning of teaching, learning and assessment

With the inputs from participants, a working understanding of the role of SLPs for planning teaching, learning, and assessment would be, was constructed:

‘Scripted lesson plans (SLPs) are aligned with the CAPS in terms of what and when topics in Life-Skills are to be taught, what needs to be assessed, what teaching approaches and methods can be used, which resources will support teaching and learning, and even suggests how to manage learner feedback in the classroom. They have structured activities that guide the teacher on what they need to do so that the intended learning objectives or outcomes are met. SLPs will show teachers how to plan and teach to include Sexuality Education.’

An exemplar SLPs (**Annexure 13**) was constructed by the researcher from inputs on various aspects discussed with participants. The format mirrored the format of the Annual Teaching Plan because *‘that is what we are familiar with’* (T3); and *‘we follow the Annual Teaching Plan when we monitor what teachers do in the classroom’* (SA1). Participants were asked to go through each aspect of the exemplar SLP format shared with them and to tick off the aspects they thought were aligned to CAPS and which would make them feel comfortable to teach. From participants’ responses the column for specific guidance on lesson planning was summarised:

LESSON PLANNING FOR EFFECTIVE TEACHING, LEARNING & ASSESSMENT		SPECIFIC GUIDANCE
Grade	1	Decide on the number of hours per grade
Term	3	From the ATP
Lesson	2	How many lessons will be developed
Life-Skills Study Area	Beginning Knowledge and Personal and Social Well-being	Select key focus area in Life-Skills
CAPS Topic(s)	Keeping my body safe	Key topic CAPS (aligned to ITGSE topics)
CAPS Subtopics	Personal safety	From CAPS
Link to other Subtopics in CAPS	<ul style="list-style-type: none"> - Safety rules - Rights and responsibilities 	Shows links with Life-Skills content in other sub-topics
Link to other Life Skill Study areas in CAPS	Creative Arts - Performance Improvise and interpret <ul style="list-style-type: none"> - Choosing and making own movement / sentences to interpret a theme of the story - Dramatising a make-believe situation based on a story guided by teacher 	Shows how content links with the other study areas of Life-Skills (integration)
This lesson will deal with the following	<ul style="list-style-type: none"> - Dealing with body safety using a dramatic performance that speaks to body safety rules 	Shows key content to be dealt with
Concepts	<ul style="list-style-type: none"> - Self-respect - Respect for others - Right to privacy 	Specific SE concepts that are to be taught

	- Personal Safety : good touch, bad touch, personal rules and personal space		
Teaching methodologies	Participatory and Interactive - Whole class - Small groups		Links best teaching approach and methods to teach the content
Activities	Activity 1: Read Aloud Activity 2: Group presentations		Different activities structured to facilitate teaching the SLP
Assessment	Form of assessment	Assessment Activity/Activities	What is the nature of the assessment to be done
	Question and answer - comprehension, oral presentation, performance	Dramatisation Storytelling	Assessment tasks and forms are provided to help assess learner performance and guide teacher assessment
Teaching Resources	- Storybook - Big Book: My body is my body		Resources to assist teaching and learning; develop as part of SLP if not available
Integration with other subjects	Languages: LoLT and FAL ▪ Listening and speaking ▪ Reading and Viewing		Shows how content links with the other subjects (integration)
Time	30 minutes		Guided by FP time allocations
Homework	Retell the story to your siblings and get them to do the performance with you.		For consolidation and wrap up. Used for sensitising parents / homes

Table 5-14: Format of an SLP for the early grades providing specific guidance to teaching, learning and assessment

From the discussion with participants, the following summary of issues was synthesised by the researcher:

- The exemplar done shows that SLPs can focus on the Sexuality Education knowledge (content), the values, and attitudes, as well as the skills that need to be developed in learners in the foundation phase.
- The format of the SLP is aligned to the Annual Teaching Plan, which must be taught in each term, each grade and for the whole phase. SLPs are required to support teaching CSE within CAPS

SLPs will build the confidence of teachers to teach content that could normally be very uncomfortable to teach. It provides an activity-based approach to CSE.

- SLPs will help teach about Sexuality Education issues we find with learners within other subjects

The design of the SLPs will help strengthen the format of the current ATP so that SLP content is included very specifically in the Life-Skills CAPS

- Teachers are less familiar with assessing behaviours, values and attitudes and need to be able to guide learner assessments in the classroom
- Homework given to learners on content that may be difficult for parents to support needs to be clearly focused on orienting and sensitising parents; and
- Assessment is still a challenge to teachers. Assessment of the sexuality education content, skills, values, and attitudes will need to give guidance to teachers.

Participants' responses showed that they were familiar with the format and content of the Annual Teaching Plan and they could extend the aspects to include thinking about the inclusion of Sexuality Education. Most significant was that teachers could '*now easily see how any Sexuality Education can be made relevant in the daily plans*' (T8H3); and '*the detail of planning will be so useful to follow when teaching Sexuality*

education content now’ (T9). A significant contribution from T2H1 was a reminder that *‘don’t overload the lessons, we already struggling with time to teach.’*

Annexure 14 was developed from the discussion of participants by the researcher to create further discussion and agreement on detail a full SLP could contain.

5.7.3.2 SUB-THEME 3.2: Appropriate support for teaching, learning, and assessment of CSE in the early grades

Participants were asked an open-ended question: ‘What support would teachers need to teach Sexuality Education better in the classroom?’ The question did not qualify that participants consider the nature of the support nor did the question suggest that participants consider both intrinsic and extrinsic factors to the classroom. The researcher reported that school structures, like the school management team and school governing body, were important ‘natural’ stakeholders in a school and would have a role in supporting the implementation of a CSE intervention like SLPs. T2H1 and T8H3, who are both heads of department, agreed with the finding that the SMT needed to be included in the planning of and training for the implementation of SLPs at school level. SA2 and T9 endorsed the finding by Venketsamy and Kinnear (2020) that the role of the school governing body, and by extension the parents, played an important role in the implementation support for SLPs. Theme 4 Sub-theme 4.4. discusses and provides findings for how the role of the school management team and school governing body of a school could be strengthened.

In this section, as part of the identifying support for teaching, learning, and assessment within the SLPs, participants raised the role of stakeholders that are external to the school. The responses included:

- *‘Teachers are going to need psycho-social support to deal with some of the very difficult situations that may arise in the classroom. Already we face horrible situations of abuse, violence, bullying, and more’* (T5)
- *‘I am a Life-Skills subject advisor, was a Life-Skills teacher, but my other district colleagues do not have my knowledge of Sexuality Education. Nor about what the curriculum needs’* (SA2)

- *‘How will we manage referral systems when we don’t work with partners like local clinics, therapist, psychologists, even the police will become a partner in the process. This can get difficult’ (SA1)*
- *‘Schools have to submit their school plans and resource lists to the district office for approval. As HOD, the biggest frustration is when no resources to support subject teaching is approved until very late. Would the SLP intervention be able to give all the resources to schools to teach the activities’ (T8H3)*
- *‘Please train all the school-based and district-based support teams on content of the SLPs. They need to know where some referrals may come from. If they don’t know what they’re dealing with then I can see learners not getting support’ (T6)*
- *‘Imagine if we could get a specialist assistant who is trained in psycho-social content and knows education too so they can facilitate the whole process of SIAS and follow-up with parents etc’ (SA2); and*
- *‘Give principals a manual of all the content so they can defend us when parents come and ask about Sexuality Education’ (T1).*

The researcher used the responses from participants on support for teaching and learning to categorise key areas for inclusion in a support strategy for the implementation of the SLPs.

- Key content aimed at different support that came from the inputs of the participants included: Psycho-social support for teachers, SMTs, and district officials
- Training of School Management teams on Sexuality Education and SLPs
- Capacity building of School Governing Bodies; and
- Development of classroom resources

Chapter 6 provides recommendations for these findings.

5.7.3.3 SUB-THEME 3.3: Designing assessment processes to support teaching and learning of CSE

Using the exemplar SLP format provided in **Annexure 15**, the researcher used the assessment detail reflected on the format to ask participants what they anticipated would be the challenges for assessing Sexuality Education content.

The DBE (2020) gazetted an amendment to Section 4 of the CAPS in the foundation phase to guide concerns from teachers and officials on the nature of the subject and grade used to determine the required number of assessment tasks, and guide on how to reduce dominance by any single type or mode, e.g., tests, projects, assignments, case studies, simulations, etc. With the inclusion of Sexuality Education content, teachers will need further guidance on the assessment of behaviours, values, and attitudes, as well as guiding the assessment of the learning process of the Sexuality Education content. Assessment tasks would assist teachers to make decisions on what content and skills to assess, application of knowledge, and what learner performance is expected in an activity.

To strengthen the policy imperatives in the SLPs and to strengthen the assessment of Sexuality Education, participants' responses were categorised against the key aspects of assessment in the Section 4 of the Assessment Policy:

- i. The type of assessment included in planning of activities would include:
 - *'Assessment of behaviours and attitudes will also be a continuous process, ongoing, and not only in the classroom'* (T5)
 - *'Learners can work together on assessment tasks so that they do not feel uncomfortable that what they are saying, and thinking is not what others think and say'* (T1)
 - *'Teachers will not necessarily be the only one in the classroom doing assessment. Even CAPS recognises assessment in groups and pairs by learners' themselves'* (SA1)
 - *'Learners in the foundation phase learn by play and exchange with their classmates. Assessment can use other methods like song, drama, games, etc. Then we can see real integration of subjects like Creative Arts'* (SA2)
 - *'A shift to more on the skills we discussed in the exemplar ATP will mean looking at assessment of decision-making, communication skills, etc.'* (T8H3);
and

- *‘What is a big change for Sexuality Education assessment is that learners will learn outside the classroom. Assessment tasks can include such opportunities’ (T6).*

Participants recognised that the teacher is not the only source of assessment that would give evidence of learning of Sexuality Education. There is an opportunity to include peer and group assessments, self-assessment as a reflective skill and whole class assessment. The development of the assessment activities can target the specific skills to be assessed.

- ii. The nature of assessment for Sexuality Education content to be included in activities and assessment tasks within the SLPs included:
 - *‘Behaviour change is long-term. It will happen up to grade 12 in school and beyond. It will be developmental’ (T6)*
 - *‘CAPS talks about formative assessment and summative assessment. In the foundation phase we approach learning as formative and focus on the development of the learners’ (SA1)*
 - *‘Yes, we assess the holistic development of the learner so we can clearly see we can assess values, attitudes, behaviours, reflective skills, emotions, all that stuff when we assess Sexuality Education. The SLPs need to guide that change with teachers’ (SA2); and*
 - *‘Assessment results cannot be a number. Teachers will need to be able to use other learner performances to report on how learners are learning and performing. Teachers need to be trained to do this’ (SA2).*

The terms discussed that would make SLPs aligned to the ATP and policy imperative included summative and formative assessment, as well as formal and informal assessment. There are further considerations for what teacher education and training need to include to support assessment practices within the SLPs.

- iii. Reporting of assessment and learner performance will show if teaching and learning has been successful against the plan for the SLPs:

The National Protocol on Assessment in the GET (DBE, 2012) and the Foundation Phase Amendment to CAPS (2020), provide guidelines on the reporting of learner

performance. The policy position states that reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance is reported in a number of ways, with report cards, parents' meetings, school visitation days, parent-teacher conferences, phone-calls, letters, class or school newsletters, and so on. The implication of teaching and learning of Sexuality Education may mean that *'some reporting mechanisms need to be reviewed if there is confidential information'* (T8H3); and if *'a learner may be reporting an abuser, which comes out from doing certain content in the SLPs, this can be very complicated'* (T3). *'There would be a closer alignment with the Screening, Assessment, Identification, and Support (SIAS) process if others like the District-Based Support Teams (DBSTs) must get involved'* (SA2). T9 proposed that *'managing assessment that is going to be difficult to report needs to have the support of the SMT and district. Teachers cannot be faced with this by themselves.'*

Recommendations for strengthening assessment when teaching the SLPs has the potential promote an inclusive approach to teaching and learning and to find alignment with the SIAS process.

5.7.3.4 SUB-THEME 3.4: Learning support provided by the CSE SLP

Behaviour change and responses to identified risks for the early grade learners are a long-term learning process. As important as the curriculum selection process for teaching and assessment for teachers is, so too is the need to specifically scope the learning and learning support process.

Wood and Rolleri (2014) and Kirby *et al.* (2011) found that the Life-Skills CAPS did not have learning activities described that would address any determinants for changing behaviours and, implicitly, for addressing the health goals in the DBE policy. Participants in this study confirmed that *'social contexts'* (SA2); *'what learners live through daily in their homes and communities'* (T5); and *'teaching learners how to stay safe in their own communities'* (T3) need to be included in an intervention like SLPs for the early grades. *'Activities that include clear learning content and steps for learners will help support learners deal with the content'* (T1); and when *'WHAT [content] and HOW [pedagogy] that needs to be taught is made clear'* (SA1), learning is supported. Francis (2010) agrees that critical pedagogy will help engage young

people in dialogue on real-life experiences and on risks and protective factors within their own social contexts.

The SLPs by design would need to include learning activities that profile the typical characteristics of the foundation phase learner (discussed in Chapter 2 Section 2.3.2), how early grade learners learn, and what learning styles are most evident in the foundation phase. Participants agreed that early grade learning styles include *'play and games relevant to the learning outcomes'* (T2H1); *'working together in groups and pairs'* (T3); *'collaboratively'* (T5); and *'practically with lots of reinforcement'* (T8H3).

SA2 suggested that *'learning support would not only be support given to learners in the classroom but extends into the playground, home, other places where learners learn together.'* Participants T9 and SA1 linked learners support back to the SIAS process but recognised that *'the SIAS would need to qualify more what the assessment and referral process includes'* and *'school policies would need to be specific about reporting, confidentiality, and disclosure protocols.'*

As the mechanism for managing learning in the classroom, learning activities in the SLPs could include specific learning support in the learning approach, assessments, and learning resources.

5.7.4 Theme 4: Implications of CSE Scripted Lesson Plans for teacher development

Baxen, Wood and Austin (2011); Francis (2010) and UNESCO (2015) support the finding by Rooth (2005) for the need for adequate training and capacity to equip teachers to deliver CSE effectively within their teaching. Teacher development programmes responsive to the need to capacitate teachers on CSE needs to focus on both the number of teachers that need to be trained, as well as ensure quality of the training. Kinnear (2018) found that early grade teachers admitted to not having sufficient knowledge or skills to effectively teach the content of CSE in their classes.

In this study, participants agreed that scripting lessons fully for teachers would assist them to teach Sexuality Education with confidence and comfort (see Section 5.7.4) and would require that they have content knowledge and knowledge on relevant teaching methods and assessment (see Section 5.7.4). This theme consists of information gathered from participants on what professional development teachers

needed to be taken through during initial teacher education, and what continued training teachers currently teaching need to effectively teach the content of CSE.

5.7.4.1 SUB-THEME 4.1: Inclusion of Sexuality Education content into teacher education curriculum

The focus of this sub-theme was to investigate how the Sexuality Education content could be aligned to the content of teacher development content. Participants were asked to identify what they would need training on to make teaching of the SLPs effective and what they thought new teachers should be trained on. The purpose behind asking both aspects of continued teacher training and initial teacher development, was to get from participants if they would be able to use their current experiences from teaching in the classroom to make suggestions for what a new teacher should exit from an HEI programme already knowing.

The following comments were compiled from participants' responses:

- i. What continued teacher training and support would be proposed:
 - *'Teaching methods that we need to use for teaching the SLP activities, especially the methods that were linked to behaviours. Social learning and methods from the BDI model'* (T1)
 - *'Understanding how to support and refer learners who show that they are vulnerable or have already been at risk'* (T3)
 - *'Whole phase planning in the foundation phase so that we can all sit together and plan on how we will teach and support. My HODs will definitely be part of my plans for teacher training going forward'* (SA1)
 - *'The assessment is very interesting, and I know that it's going to be different from how we currently assess so I think assessment is very important'* (T5)
 - *'I think I want to see training on SIAS, inclusive education, and SLPs together so that we plan how to support CSE in the classroom'* (SA2)
 - *'Please train the SMTs and SGBs so that parent know what's to be implemented in the SLPs or we gonna be confronted daily'* (T9)

- ‘As HOD, I want to see more classroom management training with teachers on all the aspects we identified from school contexts that is now going to be dealt with in SLPs’ (T8H3); and
- ‘Please remember to include how policy informs the SLPs so that teachers understand the goals of policies and that what they do is meaningful so they must know it’ (T6).

Shalem *et al.* (2016) agree with the responses from SA2, T3 and T8H3 and suggests that the training of school based HoDs and district subject advisors to assume the coaches’ role is needed to affect the implementation of SLPs. Whilst this is a focus for continued teacher upgrade, it will also need to be part of initial professional development programmes.

ii. What would Initial teacher development include:

For initial teacher development, UNESCO (2018); Wood, and Rolleri (2014) and Francis (2010) support the need to include CSE and the SLP development process into the teacher development curriculum.

Initial teacher development is the competence of Higher Education Institutions (HEIs) (DHET, 2006), and proposes to properly equip teachers to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance. SLPs will be introduced into the foundation phase to be taught by teachers (DBE, 2020). For many teachers, the SLPs will bring new content knowledge, skills, and competences (Venketsamy, 2018; Shalem *et al.*, 2016).

This study is significant in identifying what content may be included to span the development from policy to classroom implementation. The process that participants were taken through from understanding the policy context to the development of learning activities focused on facilitating learning of Sexuality Education content within the Life-Skills CAPS. This was done with the purpose of being able to show how the SLPs development can be included in the initial teacher development curriculum, with relevance to all content subjects and integrated into subject specifics.

5.7.4.2 SUB-THEME 4.2: The value of including CSE in the professional development of teachers

The focus of this sub-theme was to investigate how Comprehensive Sexuality Education could be included as a focus of learning in the professional development programmes for teachers.

Rooth (2005: 31) posits that 'Life-Skills education is broadly denoted as promoting the practice and reinforcement of psychological skills that contribute to personal and social development and the prevention of health and social problems, as well as the protection of human rights.' Later findings by Wood, and Roller (2014); Baxen, Wood and Austin (2011) confirm the value of providing psycho-social support to teachers. Participants linked targeted behaviours to possible social factors and agreed that 'psychosocial factors would definitely be a big emphasis in the teaching and learning of Comprehensive Sexuality Education content within Life-Skills.'

In this study, the focus was on Life-Skills as a subject in the foundation phase, where Sexuality Education is naturally taught through the specific aims of Life-Skills. *'If foundation phase teachers were trained upfront on CSE policy and issues, they would be better prepared for facilitating learning of Sexuality Education in the classroom'* (SA2). *'There is a logical step-by-step process that all teachers could understand and be taken through to understand how to support teaching of Sexuality Education'* (T3).

The process could be replicated in any subject content, using the proposed process to create alignment with specific subject content. This would ensure that Sexuality Education content is integrated into all subject content. Health goals, targeted behaviours, and potential risk and protective factors could be included in any subject's content matter. If the social goal underpinning all curriculum development is a constitutional right, then all subjects have the potential to embed the right to safety, healthy, sexual health, and rights. The vehicle to including Sexuality Education would be the precisely scripted lesson plans for all grades (school) and levels (higher education).

A framework for what a professional teacher development process could include is provided in **Annexure 16**.

The COVID-19 pandemic has had a significant impact on this research study and an even greater impact on teacher development programmes at HEIs. With the decision

by DHET to support the Commonwealth of Learning (2020) proposal for distance learning during the COVID-19 pandemic to deliver most of the university programmes using both virtual, online modalities with face-to-face delivery, any proposed framework would need to reflect this consideration (DHET, 2020). In line with the case study conducted by UNESCO (2015) on emerging evidence for transformative pedagogy, it includes working in partnership with other partners to deliver CSE through e-learning, with content developed by young people themselves. The implication is that the needs of learners from their own contexts, from the identified risk and protective factors identified, would have implications for the content included in the SLPs. Teachers need to have that possibility built into the kind of training process they are taken through. In the foundation phase, anecdotal evidence from learners' experiences and challenges in dealing with sexual risk and harm would provide a basis for the development of content.

The framework suggests the inclusion of blended methodologies, but the purpose of this study was not to investigate the nature of such methodologies. There is potential to recommend in Chapter 6 that a follow-up research study be undertaken.

5.7.4.3 SUB-THEME 4.3: Strategies for the inclusion of CSE in teacher development

In the analysis of the data collected from participants on aspects related to teacher development, the researcher referred mostly to the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) – 2011 to 2025 (DBE, 2011b). The ISPFTED places teachers firmly at the centre of all efforts to improve teacher development and to create responsive programmes based on teacher needs. The ISPFTED approaches the training of teachers that encourages teachers to take substantial responsibility for their own development, thereby creating an agency with teachers. In a CSE intervention like the development of SLPs, where teachers have a significant role in ensuring that the efficacy of the SLPs are maintained, the DBE would want to have a replicable structured teacher training intervention.

Participants provided guiding comments on the topic of how teacher training could be offered to support the teaching of the SLPs. Issues to be noted included the following categories of issues:

- i. The issue of time spent on training of teachers on subject knowledge, approach and assessment was significant for building teacher capacity:
 - *'No time to do full training without removing teachers from the classroom. Any training with teachers needs to be in the time teachers have after school'* (SA2)
 - Subject advisors provided the time constraints with current ongoing training with teachers and listed concerns like *'We only have two hours after school with teachers to do any kind of training or even general meetings'* (SA1), *'when we get trained, please, not all the generic stuff over and over. Give us content that is specific and relevant'* (T1)
 - *'Continually training and supporting teachers on new content is the only way to get teachers to teach effectively'* (SA1); and
 - *'The current approach by the DBE to continue training with teachers on any new intervention is that it is more of an "orientation" than any in-depth training'* (Provincial coordinator).
- ii. Building the capacity of the whole school to deal with CSE-related issues suggests a whole-school approach to the delivery of CSE:
 - In response to every teacher knowing CSE the comment provided *'I agree that it will be better to have any training made relevant to our issues, then we can find solutions to our school's challenges. Yes, the whole school approach'* (T8H3)
 - *'As HOD I cannot make certain decisions if the SMT doesn't understand why'* (T8H3)
 - *'Will grade 4 teachers be trained because grade 3 learners are going to go to them the following year?'* (T2H1)
 - T7 and T8H3 confirmed that *'school-based in-service training of teacher'* (DBE, 2011b) *'would mean teachers don't travel far to attend the training after school'*
- iii. Ensuring that teachers are supported by the subject specialists:

Venketsamy and Kinnear (2020) proposes that the support required from subject advisors was mostly qualified in line with the DBE Policy on the district organisation

and functions, paragraph 50.1 that spells out that district-based subject advisors have the responsibilities of:

- Managing curriculum support including consultation with and advice to teachers
- Facilitating inclusive education and reporting on school visits
- Promoting and organising provision of professional development of educators in co-operation with the South African Council for Educators (SACE); and
- Providing correct and timely Learner and Teacher Support Material (LTSM).

In this study the role of subject advisors was identified as being very necessary to the support for teaching the SLPs and for ensuring that CSE is successfully integrated into the foundation phase Life-Skills CAPS.

- *‘Train the subject advisors first so that when teachers are trained, we are part of the team that trains. Teachers don’t want to know that we know as much as them when we must give them support’ (SA2)*
- *‘The district-based support teams (DBSTs) must get involved. If there are cases of sexual violence, psycho-social needs, etc. they are involved’ (SA1)*
- *‘DBE promotes professional learning communities (PLCs) so that teachers can develop support for each other and have a shared learning experience. PLCs also become a mechanism for sharing resources’ (SA1), and ‘content support like assessments, worksheets. We share what we develop’ (T3)*
- *‘From the concept mapping exercise, we did, we may have to provide teachers with guidance on how to manage the ATP and reporting’ (SA1); and*
- *‘Assessment is always a challenge for teachers. As a subject advisor I can see I will need to look at how the content can fit into some of the common assessments we have’ (SA2).*

iv. Identifying other role players in the school who need to be trained on CSE:

When participants were asked who the other role players were who needed to know about or manage the SLPs, the following issues were raised by participants:

- SA2 voiced a concern that *'to support CSE it would need everyone in the school to be familiar with CSE and how it will be included in the CAPS. This research is for the foundation phase, but learners need to continue with learning CSE in the higher grades'*
- *'parents must know and be comfortable with what learners are taught'* (T5)
- *'many parents have very little knowledge of content of subjects and definitely won't know the CSE stuff. Finding a way to give them that knowledge will help us in the classroom'* (T6)
- *'parents will not approve some content, so we need to inform them'* (T8H3)
- *'SGBs are an important structure in a school. They make decisions about what affects parents. They must know'* (SA2)
- *'All teachers in all subject need to know about SLPs. Life-Skills issues cut across all subjects'* (T3)
- *'As HODs, we could do the same activity we did for social context factors with SGBs and parents. Let them identify the risks of our learners in our school'* (T2H1)

The responses from participants were significant in endorsing and supporting, taking a whole school approach to supporting the design and development of the SLPs. Content used in the development of the SLPs have the potential to be used in the orientation and sensitisation of parents, SGBs, and other stakeholders in a school.

5.7.4.4 SUB-THEME 4.4: Strengthening the role of school management teams and school governing bodies

Vanweesenbeeck *et al.* (2016) supports the role of the school as facilitating communication with parents and the community and would strengthen the role of the school in supporting implementation of an intervention that focuses on incorporating CSE into the early grade Life-Skills CAPS (Venketsamy, 2018; Kirby *et al.*, 2011).

In terms of school-based structures, the foundation phase subject head of departments at a school is best positioned to mediate between home and the community, and teachers and the classroom. The DBE (2006:9) provides roles and responsibilities of the head of department and school management team, led by the principal, to 'work with the school's community to assure a school environment which

is safe and secure, promotes well-being and is conducive to effective teaching and learning and promote the use of the wider community and its diverse resources to inform and support teaching, learning and curriculum development.’ Both heads of department in the early grades interviewed agreed that *‘HODs and SMTs are responsible for building relationships between school and the home’* (T2H1); and *‘SMTs often have to monitor and assess how the learner’s home environment impacts on his or her performance and behaviour in class’* (T8H3). *‘Good materials for parents, especially given that some parents never participate at school, would be support for teachers’* (SA1). T9 saw the possibility of *‘the same activity in the learners’ book could be used to take the message of Sexuality Education home.’* This was a significant contribution for the design and development of learning activities within the SLPs.

Kirby (2011) confirmed that generally resources in classrooms, to include teaching and learning resources, were not always available. T2H1 and T6 agreed that *‘resources for teaching Sexuality Education will not be found now in any classroom’* and *‘textbooks will not have the content we have thought about, the ITGSE plus CAPS content, in them.’* A significant input on the nature of learning resources came from SA, who said that *‘as much as we need a teaching resource like a teacher manual, we need a learning manual.’*

The design and development process would need to consider classroom resourcing needs and in particular *‘a package of support for learning’* SA1.

5.8 SUMMARY

The data gathered provided evidence for the efficacy of the purpose, design, and development process for drafting SLPs for the early grades that are aligned to the Life-Skills Annual Teaching Plan for grades R to 3, as well as to the ITGSE. The key themes and sub-themes provided detailed thinking and suggestions for strengthening an intervention like early grade SLPs.

In this chapter, the researcher showed the relevance of the study against existing literature and the theoretical framework selected for the study for supporting the development of CSE SLPs for the early grades. The findings in this chapter provided a sound evidence-base for considering what the SLP development process would be that would align the SLPs to the ITGSE. The primary and secondary research questions of the study are responded to through the recommendations in Chapter 6.

CHAPTER 6

INTERPRETATION OF RESEARCH FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

6.1 INTRODUCTION

In Chapter 5, the data analysis strategies and research findings emerging from the analysis of the data were presented. The research findings were presented according to the themes and sub-themes that emerged from the analysis of data. Existing literature, together with the views, quotes, and responses of participants, were used to support the findings that emerged from the data analysis.

The research study focused on establishing if there was possible alignment between the ITGSE and the foundation phase Life-Skills CAPS, and to then describe a development process that could be used to produce lesson plans scripted to support teachers to teach Sexuality Education within the Life-Skills curriculum for the early grades. The focus was on ensuring that the proposed process would map an intervention for teaching Sexuality Education that would make clear the links between policy, the ITGSE, and classroom implementation.

Chapter 6 presents an interpretation of the research findings so as to discuss the research findings with reference to the research aim (see Chapter 1 Section 1.3), as well as the relevant conceptual and theoretical framework on the efficacy of aligning classroom practice with the policy content using the BDI model. The researcher used the findings to answer the primary question 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS,' and made recommendations for a SLPs development process that would guide how to strengthen teaching, learning, and assessment of Sexuality Education in the early grades.

A summary of the study is provided to give an overview of the discussions in previous chapters in order to facilitate the link between what the value of the literature study is with the research findings, conclusions, and recommendations in this chapter.

6.2 SUMMARY OF THE STUDY

This section serves as a summary of the study and provides an orientation to the section in which the recommendations are made and discussed.

In Chapter 1, the introduction and background of the research study were presented. The research problem and the secondary research questions were structured to provide a framework to how the study focus was to be structured and how it would guide the research process. The aims of the study, a brief description of the research design, and the research methodology for conducting the research were explained. Furthermore, in chapter 1, the conceptual and theoretical frameworks were suggested and rationale for their adoption was provided. Key concepts were well defined to frame future use and exposition of the concepts throughout the study. Chapter 1 also gave an overview of the chapter divisions of the research study.

Chapter 2 presented the conceptual framework based on the literature that was reviewed, so that the research could provide a broad understanding of the context in which the research study was to be conducted. A detailed exposition of the policy context, policy alignment, and motivation for policy coherence that any CSE intervention to be described and introduced was explained. The rationale for linking policy with classroom practice, and why Life-Skills teachers and subject advisors needed to be familiar with the policy context, was expounded on. The link between policy goals and what they ultimately meant for learner performance in the classroom was explored. This created conceptual understanding of how policy, any gaps in policy and classroom practice could be bridged.

In Chapter 3, the theoretical framework for the research study was scoped and a detailed exposition of the Behaviours-Determinants-Intervention (BDI) model for underpinning the inclusion of CSE in the early grades Life Skills Caps was provided. The importance of the identification of the policy goals and targeted behaviours was discussed as important for the selection of content for the SLPs. The opportunity to impact on behaviours, linked to sexual and reproductive health, later in adolescence by teaching to them in the early grades was created. The efficacy of the BDI model was rationalised as being the first phase of spelling out a development process for the early grade SLPs, which will be designed and developed for teaching Sexuality Education within the Life-Skills CAPS.

Chapter 4 focused on the research methodology for the study. A qualitative research approach and interpretivist paradigm were discussed as an approach to getting participants to make meaning of their own experiences and contexts. The use of

multiple descriptive case studies was motivated to support an in-depth study of the research problem; and was selected as it was useful for getting an understanding of the lived experiences and real-life context of Life-Skills teachers in the classroom and subject advisors who support teachers. Purposive sampling was used to select practising Life-Skills teachers and district subject advisors from two districts in Gauteng. This chapter also described the data collection process and methods used, which were semi-structured interviews, document analysis, questionnaires, and encouraged the use of reflective journals. The role of reflective journals as a strategy for getting participants to record the shifts in their own thinking about the inclusion of Sexuality Education into their teaching was proposed. The data analysis procedure was provided and the issue of trustworthiness of the findings was discussed to ensure transferability, credibility, conformability, and authenticity in the study. Ethical concerns were discussed to include anonymity, privacy, and confidentiality. In this chapter the impact of COVID-19 on the research study was indicated and a motivation for deviation from the proposed research approach and data collection tools was given. Structured questionnaires that were designed to support engagement with participants was discussed.

In Chapter 5, the findings and analysis of the qualitative data collected were presented. The profile of the participants was provided, and data analysis methods were discussed. The results from the interviews, written responses, and document analysis were detailed and findings were organised into themes and sub-themes. Lastly the researcher synthesised discussions and participants' responses on what the development process for SLPs for the early grade should include into a diagrammatic process map.

6.3 INTERPRETATION OF RESEARCH FINDINGS

The interpretation of findings was presented to reflect links between the findings, and the themes and sub-themes that were used for data analysis. The value of the theoretical framework and its alignment to the conceptual framework was linked to the research findings. The interpretation of the findings was used to verify or refute the existing literature as evidence for responding to the secondary research questions:

- *Secondary question 1:* How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPs in the early grades?

- *Secondary question 2:* How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum?
- *Secondary question 3:* What professional teacher development strategies are required to support the implementation of the SLPs?
- *Secondary question 4:* What content is to be included in the SLPs to support CSE in the Life-Skills CAPS for Grades R to 3?

Findings from one secondary question in some cases linked to findings in another secondary research question. This provided a richness to the analysis across themes and sub-themes, and allowed for natural linkages, which emerged in the proposed development process, to be defined further.

Table 6-1 shows the relevant links between the themes, sub-themes, and the research sub-questions

THEMES	SUB-THEMES	RELEVANCE TO SECONDARY RESEARCH QUESTION
1: Creating policy alignment between the SLPs and the relevant policies	1.1. Alignment of SLPs to the ITGSE	Secondary question 1 Secondary question 4
	1.2. Alignment of SLPs with DBE policy context	
	1.3. Efficacy of the Behaviours-Determinants-Intervention (BDI) model for including CSE in the foundation phase Life-Skills CAPS	
	1.4. Role of the targeted behaviours in the selection of CSE content for early grade learning	
	1.5. Factors related to school context that influence the design and implementation of the SLPs	
	1.6. Attitude to teaching Sexuality Education in the early grades	
2: Design of the CSE SLP development process	2.1. Alignment of SLPs to the Foundation Phase Annual Teaching Plan for Life-Skills	Secondary question 4
	2.2. The mapping of Sexuality Education concepts within Life-Skills CAPS to the ITGSE	Secondary question 1
	2.3. The planning of the SLP to include Sexuality Education concepts	Secondary question 2
	2.4. Draft exemplar SLPs to model development process	
3: The value of SLPs for teaching, learning and assessment in the classroom	3.1. Planning teaching, learning and assessment in the SLPs	Secondary question 1
	3.2. Appropriate support for teaching, learning and assessment of CSE in the early grades	Secondary question 4
	3.3. Designing assessment processes to support teaching and learning of CSE	
	3.4. Learning support provided by the CSE SLP	
4: Implications of CSE Scripted Lesson Plans for teacher development	4.1. Inclusion of Sexuality Education content into teacher education curriculum	Secondary question 3
	4.2. The value of including CSE in the professional development of teachers	
	4.3. Strategies for the inclusion of CSE in teacher development	
	4.4. Strengthening the role of school management teams and school governing bodies	

Table 6-1: links between the themes, sub-themes, and the research sub-questions.

The research conclusions are discussed to respond to the primary and secondary research questions to make recommendation for a development process that will map the alignment of the ITGSE with the Life-Skills CAPs, identify the value of the SLPs for teaching Sexuality Education in the early grades, and make recommendations for what a professional teacher development programme would include to support CSE implementation.

A summary of the research findings follows:

6.3.1 Creating policy alignment between the SLPs and the relevant policies

From the findings, six key considerations arose from this theme. Policy alignment between SLPs and the relevant policies will support how teachers understand the policy context they are working in and what the SLPs should include to support teaching, learning and assessment in the classroom. Participants agreed that early grade SLPs will teach Sexuality Education within the policy context when there is alignment between policy goals and classroom practice.

6.3.2 Alignment of SLPs to the ITGSE

The ITGSE provides the global mandate and context for teaching sexuality in an age-appropriate, scientifically accurate, and culturally sensitive environment (UNESCO, 2018). Teachers are only mandated to teach the Life-Skills CAPS using the Annual Teaching Plan. Participants understood how the mapping of concepts between the ITGSE and the Life-Skills CAPS would help identify what needed to be taught and what gaps existed within the CAPS content for teaching Sexuality Education. Gaps in Sexuality Education in the Life-Skills CAPS that are identified from the ITGSE will only be taught when it is included in the Annual Teaching Plan. Mapping the concepts between Life-Skills CAPS and the ITGSE will bridge the gaps identified and will provide teachers with the Sexuality Education concepts to be taught across each grade in the foundation phase. The mapping will ensure conceptual progression from grade to grade and will allow for defining multiple opportunities for the application and consolidation of skills, values, and attitudes.

Participants noted that it was relevant for them to understand the links between the policy context and what they teach in the classroom. The DBE's policies and policy goals drive all programmes and interventions that will be implemented in schools and in the classroom. The Life-Skills CAPS is the curriculum policy for what content, skills,

values, and attitudes will be taught, learnt, and assessed, to include Sexuality Education. The DBE HIV, STIs, and TB policy describes the health goals for HIV prevention and the reduction of sexual risk, as well as identifying the behaviours that should be targeted to be able to achieve the health goals. Teachers do not teach based on the health goals. Teachers saw the potential of the SLPs as a curriculum tool that will support the implementation of the DBE's health goals. Through the SLPs as a teaching tool, teachers will teach the Sexuality Education content across all grades that provides the Sexuality Education conceptual knowledge, skills, values, and attitudes that will help them make informed decisions about their behaviour. The alignment of the SLPs identified the gaps in the CAPS for teaching Sexuality Education in an age-appropriate, contextual, structured way so that learners' performance can show how learners' behaviours are targeted. As a learning tool, the SLPs are aimed at impacting on giving young learners the knowledge and skills in the early grades so that they make informed, healthy decisions about their sexual and reproductive lives later as adolescents.

6.3.4 Efficacy of the Behaviours-Determinants-Intervention (BDI) model for including CSE in the foundation phase Life-Skills CAPS

It was evident that participants were able to link behaviours identified with what content could be taught from the CAPS to address those behaviours. The BDI model provided a process for linking the health goals in national policy with the behaviours that needed to be targeted in early grade learning. The selection of Sexuality Education concepts, skills, values, and attitudes to be taught across grades support teaching to the targeted behaviours. Conversely, establishing the behaviours to be targeted in young learners suggest the Sexuality Education concepts to be taught. The value of the BDI model for participants was that, even at a school level, behaviours emerging in the school context could be targeted by effectively using the Sexuality Education content within Life-Skills CAPS to teach to those behaviours. Participants identified that where schools find that they need specific content to address behaviours identified as risks, the SLP development process would assist in the drafting of specific SLPs.

6.3.5 Role of the targeted behaviours in the selection of CSE content for early grade learning

Participants agreed that behaviour change is a long-term intervention but that targeting risky behaviours in the early grades was possible by teaching appropriate Sexuality Education content within the Life-Skills CAPS. Participants were able to formulate simple theory of change statements relevant to their own school contextual factors. Teachers agreed that the theory of change is that if risky behaviours are identified and relevant content for addressing the behaviour is taught, then SLPs can be developed for early grade learning that will help keep learners safe and risk-free. When risky and unsafe behaviours are identified, then the risk and protective factors can be identified, which can be addressed by developing SLPs targeted at behaviour change. The process for developing SLPs provide specific intervention and an immediate response to any risk factors that may impact on learners in an age-appropriate, structured, and contextual way.

6.3.6 Factors related to school context that influence the design and implementation of the SLPs

Participants were able to establish how school contexts reflect and are impacted on by the social and health issues and risks imminent in homes and communities. Learners bring to school social, cultural, physical, economic, political, and human issues from their immediate environments. Teachers established how their teaching could respond to these issues and minimise the risk factors for learners if SLPs specific to these factors are developed. The selection of Sexuality Education concepts and skills to mitigate the risks from the contextual factors help develop SLPs that will respond to contextual challenges. The development of SLPs in the early grades would be a school-based intervention for responding to identified behaviours and risks and can be designed to provide a short-term intervention that will bring about long-term behaviour change.

6.3.7 Attitude to teaching Sexuality Education in the early grades

Participants explored their own attitudes towards teaching Sexuality Education in the early grades and agreed that they had a role in teaching content that would address risky behaviours and in teaching skills, values and attitudes that would help learners make safe informed decisions later as adolescents. Even the teacher who indicated that she had thought that she may not want to teach Sexuality Education could link

that Sexuality Education concepts could help address risks to young learners. Participants agreed that Sexuality Education that was age-appropriate, contextual, and structured to support teaching, learning and assessment would benefit learners and mitigate risk factors.

6.3.8 Design of the CSE SLP development process

The key elements of the design and development process for the development of early grade SLPs for teaching CSE within the Life-Skills CAPS emanated from discussions with participants.

6.3.8.1 Alignment of SLPs to the foundation phase Annual Teaching Plan for Life-Skills

Participants were exposed to a structure for the SLPs that would guide classroom teaching and provided a planning format. The format compiled all the different aspects discussed with participants in Theme 1 and organised the format against the format provided in the Annual Teaching Plan. The SLPs would have to provide detailed scripting of content so that alignment with what is to be taught in the ATP. Scripting of teaching, learning, and assessment would create comfort and confidence in teachers to teach what is perceived as new content or addressing content gaps in CAPS.

Teachers agreed that scripting teaching methodology for Sexuality Education would need to include how to teach and assess values and attitudes. Activities scripted would also include learning styles for accommodating how early grade learners learn and would include the resources to support teaching and learning of Sexuality Education. Homework activities were supported as a mechanism of sharing the Sexuality Education content done in the classroom with parents and caregivers in the home.

6.3.8.2 The mapping of Sexuality Education concepts within Life-Skills CAPS to the ITGSE

Participants were able to make different conceptual links between the ITGSE and CAPS concepts and could identify opportunities to alignment of content, as well as identify where there were gaps in CAPS that would assist to teach Sexuality Education effectively. Teachers agreed that they could even make links with concepts in the other topics and sub-topics in Life-Skills, as well as with topics in other subjects. They agreed that an integration of content would strengthen learning of Sexuality Education and provide more opportunity for the consolidation of learning.

It was evident that participants saw the value of a national set of SLPs that would be mapped based on health goal(s) in policy and could further see how targeted behaviours in their own contexts could benefit from SLPs specifically developed to address those behaviours. This would make a specific SLPs responsive to the school context and could address behaviours impacting on the learners in that particular school.

6.3.8.3 The planning of the SLP to include Sexuality Education concepts

Participants were able to identify how detailed planning of the SLP would facilitate teaching of Sexuality Education across grades. SLPs would be planned to consider conceptual progress across grades and detail scaffolding of learning opportunities. With clearly defined concepts, methodology and assessment, teachers felt that their comfort and confidence levels would be increased. Subject advisors supported that detailed planning would facilitate classroom management and would provide clear guidelines for teacher support.

Participants agreed that, on a whole school development level, SLPs would be able to address social and cultural influences in a school and provide a mechanism to address diversity within the school context.

6.3.8.4 Draft exemplar SLPs to model development process

The process defines the levels of development and guides on support to classroom and school implementation of the SLPs. A draft exemplar lesson plan demonstrated the key steps in planning from health goal and targeted behaviours to implementable teaching, learning, and assessment steps in the classroom.

A flow diagram represents the different levels of the development process that covers the policy context, the identification of local needs, and how the SLPs teaching, learning, and assessment is structured. The process is a replicable process that could be used to develop SLPs for a national, local, or class-specific context.

6.3.9 The value of SLPs for teaching, learning and assessment in the classroom

Findings from participants' responses provided their understanding and views on the value of the SLPs. Detailed SLPs create alignment between policy and classroom implementation but also provides feedback on policy implementation on what barriers exist in the classroom that prevent achieving policy goals. The value of SLPs reside in

how they address planning, implementation, and support for Sexuality Education in the classroom.

6.3.9.1 Planning teaching, learning and assessment in the SLPs

The integrated relationship between teaching, learning and assessments provided participants with what planning needed to be considered once the concept mapping was done. Participants agreed that choices for what assessments would be used is informed by what concepts are to be taught. Assessing learner performance includes the assessment on values and attitudes and should show some indication of learners' responses to targeted behaviours. Participant saw value in planning learning activities that could include that learners learn outside the classroom and use strategies like peer learning. Teachers agreed that teaching and learning of Sexuality Education could happen in other subjects and recognised that the SLPs could include mechanisms to integrate content across subjects.

It was evident that teachers linked the characteristics of the early grade learner with what planning needed to include to maximise teaching and learning of Sexuality Education in the early grades.

6.3.9.2 Appropriate support for teaching, learning and assessment of CSE in the early grades

UNESCO (2015) supports the agreement reached by participants that key to supporting the implementation of a CSE intervention is scaling up support by providing good, quality, relevant teacher training and the provision of teaching and learning resources.

The nature of support was qualified by participants as follows:

- *Classroom resources*: Both the teachers and subject advisors agreed that teaching Sexuality education SLPs required that planning include what support was appropriate. Direct support of the teaching and learning of Sexuality Education SLPs would include classroom resources focused on building a conducive classroom environment.
- *Mentoring and coaching for teachers and learners*: Emerging from the engagement with participants were factors related to the psycho-social support for teachers who

experience difficulties teaching Sexuality Education content and dealing with learner responses to what they are learning.

- *Capacity building of SMTs and SGBs:* Whilst the SLPs are specific about teaching, learning, and assessment of Sexuality Education in the classroom, the broader implementation of CSE will involve the school management teams (SMTs) and school governing bodies (SGBs). To support the implementation of Sexuality Education in the classroom, both SMTs and SGBs need to be familiar with the purpose of the SLPs and what Sexuality Education content is included in the SLPs. Activities in the SLPs may include the sharing of content with home and the community as part of the building of values and attitudes (Section 5.6.5.1.4). It is the SMT and SGB of the school that will be called on to support implementation of the SLPs.
- *Capacity building of district officials:* Subject advisors agreed that the SLPs and how it targets behaviours, health goals, and policy goals implies that district officials supporting foundation phase implementation need to be sensitised to the nature and content of the SLPs.

6.3.9.3 Designing assessment processes to support teaching and learning of CSE

The nature of the Sexuality Education content includes behaviours, values, and attitudes. This introduces a particular focus on the assessment types, assessment forms, and the kind of assessment that will give evidence of learner performance against those behaviours, values, and attitudes in the SLPs. The SLP's model assessment tasks that will strengthen how teachers assess Sexuality Education but will also strengthen the teaching and learning of Sexuality Education. Participants were able to identify the need to include formative assessment as part of the building of values and attitudes, and that behaviour awareness is an ongoing process of learning. Participants recognised that certain assessment forms were best suited to accommodate peer learning and group engagements. Learners in the foundation phase learn best from each other and are supported by working in groups. Strengthening assessment when teaching the SLPs has the potential to promote an inclusive approach to teaching and learning of Sexuality Education concepts. Feedback from the assessment tasks will identify what support learners need and will identify what referrals, support or remediation would result from the screening,

identification, assessment, and support (SIAS) process (Sub-theme 3.3 and 3.4). The referral process from the engagement with SLPs is an important step in the proposed development of SLPs process (Sub-theme 2.4).

6.3.9.4 Learning support provided by the CSE SLP

As important as the curriculum selection process for teaching and assessment for teachers is, so too is the need to specifically scope the learning and learning support process.

‘Learning support would not only be support given to learners in the classroom but extends into the playground, home, other places where learners learn together.’

Participants, T9 and SA1, linked learners support back to the SIAS process. Support for learning is part of the planning for Sexuality Education. Learning support includes addressing what factors emerge from learning and might impact of the learners. Learning support would include psycho-social support, referrals, additional classroom support etc.

6.3.10 Implications of CSE Scripted Lesson Plans for teacher development

Teacher development programmes need to be responsive to the need to build the knowledgebase of teachers, teaching practices in the classroom and assessment modalities on CSE. With Sexuality Education incorporated into Life-Skills, all teachers will teach and assess Sexuality Education concepts, values, and attitudes within the CAPS Annual Teaching Plan. Teacher development programmes would need to focus on both the number of teachers that need to be trained, as well as ensure quality of the training adequate training and capacity to equip teachers to deliver CSE effectively within their teaching.

6.3.10.1 Inclusion of Sexuality Education content into teacher education curriculum

Participants were asked to identify what they would need training on to make teaching of the SLPs effective and what they thought new teachers should be trained on. The purpose behind asking both aspects of continued teacher training and initial teacher development was to get from participants if they would be able to use their current experiences from teaching in the classroom to make suggestions for what a new teacher should exit from an HEI programme already knowing and being able to teach in the classroom (Sections 3.4.2; 5.6.8.1; 5.6.8.2; 5.6.8.3)

6.3.10.2 The value of including CSE in the professional development of teachers

If the social goal that underpins the development of all curricula and curricula support programmes is a constitutional right, then all subjects have the potential to embed the right to safe, healthy, sexual health and rights. The value of including CSE in training education curricula and programmes is that the CSE module would be integrated into all subject teacher training modules as a transversal issue and would be a core module of all training development at HEIs. Participants evidenced that, through the development of the process proposed for the development of SLPs, the key components of the development process could be converted into both initial and continuous professional development of teachers, to include school management staff and district support staff.

The process could be replicated in any subject content, using the proposed process to create alignment with specific subject content. This would ensure that Sexuality Education content is integrated into all subject content. Health goals, targeted behaviours, and potential risk and protective factors could be included in any subject's content matter.

6.3.10.3 Strategies for the inclusion of CSE in teacher development

Participants provided guiding comments on the topic of how teacher development and training could be offered to support the teaching of the SLPs. The main issues emerging from the study and to which participants provided their support and suggestions included taking a whole-school approach to building capacity to deliver and support the implementation of the SLPs, developing adequate subject knowledge and transformative pedagogies as part of teacher education, and developing effective support strategies with district officials to maximise their support for teachers.

The issue of time spent on training of teachers on subject knowledge, approach and assessment has implications for what a CSE module for teacher education and ongoing training of teachers would include. Such a module would be an integral and weight-bearing part of all teacher education programmes. Participants agreed that the policy alignment between the SIAS policy, classroom referrals and support and training of teachers needed to form part of a CSE training programme (section 5.3.6; 5.6.6.4).

A whole-school approach to the delivery of the SLPs and for building capacity within a school to support implementation of CSE would form part of the ongoing school-based training, would involve the training of the district officials who support the school, and would help strengthen management and governance capacity to support CSE.

Participants proposed that for teachers already teaching in the classroom, the orientation to and training on CSE could be done using a variety of training modalities to include using both virtual, online modalities with face-to-face delivery. The proposed framework reflects participants' inputs and include e-learning as a modality that would provide flexible, sustainable support to learning for teachers in the early grades. The framework suggests the inclusion of blended methodologies, transformative teaching strategies and creating conducive classroom environments for learning CSE.

6.3.10.4 Strengthening the role of school management teams and school governing bodies

School management teams (SMTs) and school governing bodies (SGBs) should be orientated to the purpose, content, and implementation of the SLPs as key to ensuring that CSE is included in the curriculum.

SMTs and subject heads of departments are responsible for school-based oversight and management of curriculum implementation. Together with the district subject advisor monitor classroom implementation of Life-Skills and identify any learning support required when learner performance does not meet the learning outcomes. When the SLPs are implemented as part of the Life-Skills programme, their role is to manage the resourcing of classroom implementation,

Participants provided motivation for training SGBs on the CSE programme and to sensitise them to their responsible for effective governance in school (Svarnemyr, Amin, Robles & Greene, 2015; UNESCO 2015a). The SGB is the conduit between home and school, and their role is to advocate for any new intervention with parents and to monitor its implementation. The inclusion of CSE into the curriculum, as an intervention to offer curriculum support and strengthen classroom implementation, would need SGB support and advocacy for the intervention with parents and the community. The orientation of SGBs should include strengthening their role of engaging with parents and the community by providing good communication and information on the intervention. There should be strong advocacy for CSE in place so

that support with parents and the community is built. This engagement needs to be guided by parent engagement materials based on the purpose and aim of the intervention to support classroom implementation.

6.4 NEW-INSIGHTS: VALUE OF THE LITERATURE REVIEW AND THE CONCEPTUAL AND THEORETICAL FRAMEWORKS AND FINDINGS FROM THE EMPIRICAL STUDY

6.4.1 Efficacy of the literature study

The researcher reviewed existing literature in Chapters 2 and 3 to gain an in-depth understanding and gather evidence to support focusing the research study and decide how it would be conducted. There is no process currently in place to develop foundation phase SLPs that will guide teachers on how to teach Sexuality Education in the early grades within the Life-Skills CAPS. The literature study identified what literature is in place to support any recommendations that would emerge from this study for defining a development process for early grade SLPs. It also provided links with other studies that may already exist on the topic or part of the topic. The secondary research questions considered that the inclusion of Sexuality Education content into the curriculum would require specific focus on what system requirements would need to be in place or put in place to support CSE. The literature study was useful in placing the findings of the research within the context of existing literature and so making a case for why this study was needed.

6.4.2 The value of the conceptual framework

Chapter 2 identified the conceptual development that needed to be considered. Much focus was spent on explaining the terms policy alignment and policy coherence (Sections 2.2.1, 2.2.2 and 2.2.3), which although both talk to strengthening the policy context, means different processes. Both terms are not familiar to teachers and the planning for policy alignment and coherence would not happen at the level of the teacher, but teachers need to understand it so that they can reflect on how their classroom teaching would accommodate and support policy implementation.

With the aim of supporting the DBE's policy on HIV, STIS and TB for learners, educators, support staff and officials in primary and secondary schools in the basic education sector (2018), it was important to investigate how policy alignment between DBE's health policy and other DBE policies, in particular the Life-Skills CAPS, could be created. This discussion included policies related to teacher development, which

was discussed to answer secondary research question 3. The DBE's policies are their mandates through which they show that the constitutional values, rights, and social goals are adhered to. This was unpacked in detail so that teachers and district officials can clearly map their own roles and responsibilities back to policy imperatives. This would create direct links between what is taught in the classroom and the constitutional responsibility of policy. In this way teachers give merit to their teaching by being able to see their contribution to the achievement of policy goals.

The alignment of Sexuality Education concepts between the Life-Skills CAPS and the ITGSE meant that the understanding of policy coherence needed to be discussed. The ITGSE is not a parallel curriculum to the Life-Skills CAPS but it can guide the focus of Life-Skills Sexuality Education content to meet the international guidance on what needs to be included in an age-appropriate, scientific, culturally- and socially sensitive content. The ITGSE sets international standards and programme requirements for meeting global HIV prevention and, by extension, to meeting the SDGs for education.

Policy alignment and coherence brings South Africa's, and in particular, education's responsiveness closer to showing global impact, by aligning to global agendas and policy mandates. South Africa, through its policies and programmes, shows its responsibility towards achieving the Sustainable Development Goals (SDGs). How Sexuality Education concepts are aligned and selected is relevant to the characteristics and development ages of the early grade learners (Section 2.3.2). The readiness of early grade learners to learning Sexuality Education in an age-appropriate manner and considering how these learners learn was discussed (Section 2.3.3) and making CSE appropriate and contextual to the learner's own contexts were discussed in section 2.3.4) The nature of the ITGSE is briefly discussed and its importance for international standards (Section 2.4). The nature of the Life-Skills CAPS content and a broad indication of the gaps between the ITGSE and the Life-Skills CAPS grades R to 3 is given (Section 2.5). This discussion on how the gaps is to be identified is deepened in Chapter 5, when participants were taken through the content towards defining the process for mapping content. The purpose, value, and structure of SLPs is discussed (Section 2.6) as a curriculum tool for introducing Sexuality Education into the Life-Skills CAPS and for providing teachers with the planning of teaching, learning and assessment.

6.4.3 Value of the Theoretical Framework to the research study

The effectiveness of the theoretical framework on which the research is centred provided structure and authenticity to the research study. The study was theoretically framed against the Behaviour Determinants Intervention Logic Model (BDI). The contribution of the BDI model to directing the engagement with participants on key concepts for answering the main research question cannot be over emphasised. In this study, findings supported that the BDI model, provided a structured, iterative process for approaching how SLPs could be developed for early grade learning of Sexuality Education.

The BDI model strongly emphasises the importance of clearly identifying the health goals and behaviours being targeted and determining what the determinants of those behaviours would be. The determinants include the risk and protective factors that would impact on what content the intervention would include to develop the knowledge, values, and attitudes of learners and to impact on their own behaviours. Once the behaviours are identified and the determinants are selected, the intervention on that will strengthen programmes, as early as in the early grades, aimed at influencing and reducing risk in later adolescent behaviours can be proposed (Kirby, 2004; UNESCO, 2009; UNESCO 2015b).

The research findings of this study support the efficacy of the BDI model in guiding the selection of content to be taught that will help teach to the risk and protective factors identified. The mapping of conceptual links between the Life-Skills CAPS and the ITGSE Comprehensive Sexuality Education concepts in the early grades respond to what is needed to address the health goals and behaviours spelt out in the DBE Policy (DBE, 2017) and the integrated national plan for HIV, STIs and TB (DBE, 2017). The ITGSE is not a curriculum guideline that South African teachers would be familiar with nor use in their teaching. Further evidence from the study was that teachers are not familiar with the policy goals of the very policy they are meant to implement in the classroom and saw no links between health goals and their teaching. The BDI provided a matrix for linking behaviours that are influenced by the social, cultural, economic, and physical contexts that play out in the school and what needs to be taught in the classroom.

The strength of the BDI model was that it demonstrated how the policy context aimed at ensuring safe, risk-free choices for their sexual and reproductive lives later during adolescence influenced classroom practice. A process for developing early grade SLP, which specifies age-appropriate, culturally, and contextually relevant content, appropriate and effective pedagogy, and effective teaching and learning strategies, would contribute to achieving policy goals for reducing HIV, pregnancy, STIs, and other associated issues during adolescence. The set of early grade SLPs developed would put early grade learners on a trajectory of making healthy decisions about sexuality, relationships and lifestyle and impact on the decisions they make for their sexual and reproductive health later in their lives.

The SLPs that are focused on teaching, learning and assessment in the early grades elicit the need to identify what support is needed to effectively implement the SLPs in the classroom. Kirby (2014) affirms Albert Bandura who asserts the social learning theory as the theory that would guide teacher pedagogy and learning styles and that would allow for a transformative approach to addressing their own contextual realities.

The BDI model helped determine a theory of change that proposed that if SLPs, which address the risks and protective factors for early grade learners, were developed and if the SLPs were aimed at changing later adolescent behaviour as early as the foundation phase, then the DBE would be able to measure the efficacy of their own policy health goals of increasing HIV, STIs, and TB knowledge and skills amongst learners, educators, and officials, as well as decreasing risky sexual behaviour of learners and so retaining learners longer in school (DBE, 2018).

A proposed development process for teaching Sexuality Education within the Life-Skills CAPS would include support for classroom implementation by determining the content for teacher development and training, identifying classroom resources, strengthening the role of school management and governance, and advocating for CSE with parents for Comprehensive Sexuality education in the early grades.

In summary, and in addressing the primary and secondary research questions, the BDI model as a theoretical framework helped to link the health goals and targeted behaviours to the risk and protective factors that exist if early grade learners were not exposed to relevant, age-appropriate content in the foundation phase.

6.5 VERIFICATION OF THE RESULTS

In this section, the literature verification and the insights attained are presented. In doing so, the literature verification includes a comparison of the emerging themes, references from existing literature, exposition of the existing body of literature and interpretive discussions, which either confirmed or contradicted findings, as well as new insights from the findings. The researcher indicates whether literature supports or refutes the findings from the themes and sub-themes and discusses the evidence in Table 19.

The researcher also structured Table 24 to show the value of the study in aligning policy and the foundation phase Life-Skills CAPS with the ITGSE. The process proposes how any country could replicate the alignment of their curriculum to the ITGSE when describing a CSE intervention. For countries wanting to develop policies to support the implementation of CSE within their curricula, Table 24 provides a process from mapping from the content selected back to policy goals and objectives.

Table 6-2: Summary of the themes and sub-themes arising from the literature, findings and insights gained

Main themes	Sub-themes	Reference	Existing knowledge	Interpretive discussion	Insights attained
Creating policy alignment between the SLPs and the relevant policies	Alignment of SLPs to the ITGSE	Kirby (2011) DBE (2011a) Wood & Roller (2014) UNESCO (2018) UNFPA (2015)	<p>There are gaps in the Sexuality concept alignment between Life-Skills CAPS for Grades R to 3 and the ITGSE (Ages 5 to 8 & 9).</p> <p>The ITGSE provides a guideline for selecting Sexuality Education concepts for early grades that are age-appropriate, scientific, culturally, and contextually relevant.</p> <p>The BDI model identifies behaviours, risks and protective factors to be addressed to meet the health goals to be achieved.</p> <p>Risk and protective factors (determinants) can be addressed by the selection of relevant content.</p>	<p>By mapping of concepts for Sexuality Education in Life-Skills CAPS topics and sub-topics with the key concepts, topics, and learning outcomes for appropriate ages in the ITGSE, SLPs can be developed to teach age-appropriate, scientific, culturally, and contextually relevant concepts within CAPS.</p> <p>The concepts selected will be aligned to targeted behaviours and will address the risk and protective factors for learners in the early grades</p>	<p>The study found that the conceptual mapping of Sexuality Education knowledge, values, and skills to align Life-Skills CAPS with the ITGSE will provide appropriate content for teaching, learning and assessment in each grade in the foundation phase.</p> <p>Significant from the study was that the health goals can be achieved by targeting behaviours to be addressed and teaching Sexuality Education knowledge, skills, values and attitudes that will</p>

					<p>protect young learners from sexual health risks.</p> <p>The study revealed that the development of SLPs for the early grades will be guided by the Sexuality Education knowledge, skills, values, and attitudes to be taught.</p>
Alignment of SLPs with DBE policy context	DBE (2017) DBE (2011a)	There is currently no alignment between the behaviours being targeted by the DBE's Policy for HIV, STIs and TB for learners, educators, officials, and support staff in primary and secondary schools in the basic education sector and the Sexuality Education concepts in the Life-Skills CAPS for Grades R to 3 being taught.	Teachers are not familiar with the purpose, goals and implementation guides for DBE's own health promoting policies. They make no links between the policy context and classroom practice.	<p>The health goals set in the DBE policy can be addressed by selecting relevant Sexuality</p>	<p>The study revealed that, when taken through the policy context, teachers are able to understand health goals and how it impacts on their teaching in the classroom.</p> <p>The SLP development process will provide clear guidelines on how</p>

			<p>DBE is unable to measure the impact of the health goals on learner performance, behaviour change or risk mitigation for learners in the early grades.</p>	<p>Education knowledge, skills, values, and attitudes to be taught in grades R to 3 by developing a set of early grade SLPs that will guide what is taught, learnt, and assessed.</p> <p>SLPs could provide key messaging for promoting behaviour change later in adolescence by including appropriate Sexuality Education content as early as the Foundation Phase.</p>	<p>teaching, learning and assessment in the classroom is aimed at long-term behaviour change and the reduction of sexual risk in learners from the early grades.</p> <p>Early Grade SLPs will support the monitoring of classroom teaching and learning and evidence how risks to sexual and reproductive health can be addressed and mitigated in Grades R to 3.</p>
	<p>Efficacy of the Behaviours-Determinants-Intervention (BDI) model for including CSE in the Foundation Phase Life-Skills CAPS</p>	<p>Kirby (2004)</p> <p>Kirby (2012)</p> <p>Rolleri <i>et al.</i> (2014)</p>	<p>The BDI model provides a process for developing an intervention for addressing CSE by identifying the health goal, listing the targeted behaviours associated with the health goal, and the determinants (risk and protective factors) to be included in the intervention.</p>	<p>Teachers could link the targeted behaviours to health goals from the policy.</p> <p>They could identify the risk and protective factors (determinants) evident in their own contexts that could respond to a health goal.</p>	<p>A CSE intervention like the development of SLPs in the early grades would link health goals and the behaviours being targeted to the school context and would suggest the Sexuality Education content</p>

					to be selected to address risk and protective factors in the school.
Role of the targeted behaviours in the selection of CSE content for early grade learning	Kirby (2007) Kirby (2011) UNESCO (2018)	Behaviours are targeted by addressing the risk and protective factors (or determinants) that influence how that behaviour can be changed. In a CSE intervention, Sexuality Education content is selected to be taught, learnt and assessed that will address the risk and protective factors.	The targeted behaviours are linked to the policy health goals. Through the mapping of content between the Life-Skills CAPS and the ITGSE, appropriate content is included in the SLP that will address the targeted behaviour.	Teachers were able to make conceptual links between the Life-Skills CAPS and the ITGSE. The behaviours were identified, and teachers recognised that key messages conveying the behaviours to be changed could be included in the SLP.	
Factors related to school context that influence the design and implementation of the SLPs	Vanweesenbeeck (2016) UNESCO (2018) Hughes (2019) Venketsamy & Kinnear (2020)	The social and cultural context within a community influence the internal school context. Contextual factors influence and impact on how health goals are achieved and influence the behaviours to be targeted.	Teachers made links between the contextual factors in the own schools and the targeted behaviours linked to the policy goals. School policies for CSE could be developed down from policy health goals but identify the behaviours and	The study revealed that SLPs could be developed to respond to the national policy health goals. School policies would facilitate the response to national policy by identifying	

			A school based CSE intervention will link health goals to the school context and address factors endogenous to the school.	contextual factors to be addressed by a CSE intervention. Teachers were able list contextual factors from their school contexts that could impact on and be addressed by CSE.	contextual needs and behaviours to be addressed within the school. Schools could develop their own SLP for addressing any immediate need that emerged from their own contextual factors
Attitude to teaching Sexuality Education in the early grades	Ahmed, <i>et al.</i> (2012) UNFPA (2015) Kinnear (2018) Mahoso (2020)	Teachers' attitudes towards sexuality education determine their willingness to teach Sexuality Education. Teacher attitudes to CSE improves when the knowledge, skills, values, and attitudes to be taught are clarified and specified.	Teachers' attitudes to teaching Sexuality Education increases when the content is made clear. Teacher comfort and confidence increases when teacher methodology and management of learning is provided. Building the reflective skills of teachers support the teaching of difficult Sexuality Education concepts and increase positive attitudes towards CSE.	The study elucidated that participants, when given the pedagogy and content, and when taken through a development process from policy to classroom implementation, felt confident to teach Sexuality education.	

Design of the CSE SLP development process	Alignment of SLPs to the Foundation Phase Annual Teaching Plan for Life-Skills	DBE 2011a) Venketsamy and Kinnear (2020)	There are Sexuality Education concept gaps in the Annual Teaching Plan, which the SLPs will help bridge. The SLPs script the Sexuality education knowledge, skills, values, and attitudes relevant to each grade.	Teachers will only teach Sexuality Education concepts that are in the Annual Teaching Plan. SLPs need to reflect the features of the Annual Teaching Plan so teachers see the alignment with the Annual Teaching Plan.	The study showed that SLPs will address the gaps in the Life-Skills CAPS and strengthen the Sexuality Education concept within the Annual Teaching Plan.
	The mapping of Sexuality Education concepts within Life-Skills CAPS to the ITGSE	Venketsamy and Kinnear (2021) Vanweesenbeeck (2016)	The ITGSE provides the Sexuality Education key concepts, topics, and learning objectives for relevant age groups. The Annual Teaching Plan provides what knowledge, skills, values and attitudes are to be taught, learnt and assessed in each grade.	Teachers recognised that they could not teach the ITGSE key content and topics directly within the Annual Teaching Plan. Teachers were able to map the relevant Sexuality Education concepts in the ITGSE with the topics, sub-topics, and content in the Life-Skills CAPS. Teacher linked the targeted behaviours with what Sexuality Education content needs	Concept mapping provides alignment between the SLPs and the content from the Annual Teaching Plan and with the ITGSE and ensures that the content is age-appropriate, scientific, culturally, and contextually relevant. The study provided a mapping process that would help strengthen CSE within the Life-Skills CAPS.

				to be included in the Annual Teaching Plan.	
The planning of the SLP to include Sexuality Education concepts	DBE (2011a) Kinnear (2018)	<p>The Annual Teaching Plan scopes what needs to be teaching across the terms for each grade.</p> <p>The Annual Teaching Plan does not script teaching of Sexuality Education knowledge, skill, values, and attitudes.</p>	<p>Participants identified how detailed planning of the SLP would facilitate teaching of Sexuality Education across grades and provide define concepts, teacher methodology, learning activities, assessment, and resources. Subject advisors found that detailed planning would facilitate classroom management and provide clear guidelines for teacher support.</p>	<p>The study confirmed what planning would support classroom implementation of Sexuality education and strengthen classroom teaching.</p> <p>Detailed planning would support the role of the district subject advisors to support curriculum implementation in the classroom.</p>	
Draft exemplar SLPs to model development process		There are no early grade SLPs aligned to the Life-Skills CAPS for the early grades for teaching Sexuality Education or for bridging the gaps in CAPS currently.	<p>Using the BDI model, the targeted behaviours emanating from the policy health goals could be written.</p> <p>The alignment of concepts to the ITGSE and Life-Skills CAPS provided the knowledge, skills, values, and attitudes to be included in an SLP.</p>	The study drafted an exemplar SLP by taking participants through a step-by-step process from policy to what could be taught, learnt an assessed.	

				Planning aligned to the Annual Teaching Plan included teaching methodology, resources, assessment to be done and what scripting teachers would need.	
The value of SLPs for teaching, learning and assessment in the classroom	Planning teaching, learning and assessment in the SLPs	DBE (2011a) Shalem, Steinberg, Koornhof & De Clercq (2016) Venketsamy and Kinnear (2021)	Scripted Lesson Plans as provide detailed pedagogical text that specifies what and how to teach Sexuality Education not familiar to teachers. SLPs include curriculum sequencing of content, pacing and coverage for each grade, which is specifically important for teaching and learning in the classroom.	SLPs scripts in detail what teachers need to teach, what learning is aimed at and how to assess Sexuality Education concept that may be new to teachers. Detailed scripting of knowledge, skills, values and attitudes will help build teacher confidence and avoid teaching including sex education rather than Sexuality Education.	The study demonstrated that a detailed SLP will guide teaching, learning and assessment of Sexuality Education knowledge, skills, values, and attitudes relevant to a grade.
	Appropriate support for teaching, learning and assessment of CSE in the early grades	Kirby <i>et al.</i> (2012) Mkumbo (2012); Shalem <i>et al.</i> (2016)	Teachers express concerns that they do not receive enough support when it comes to teaching Sexuality Education in schools. Learners in the early grades learn best in groups and with their peers.	Learning activities are designed to ensure that learners get peer support while they are learning Sexuality Education concepts. The selection of teacher methodology and learning style build support into the learning of CSE content.	A draft exemplar SLP modelled the support for learning by specifying clearly the planning required to determine the pedagogy, learning assessment and learning application relevant to the Foundation Phase.

			Teacher methodology focused on group and peer learning supports learning.	Assessment can be designed to support and consolidate learning of difficult Sexuality Education content.	
Designing assessment processes to support teaching and learning of CSE	DBE (2020)		<p>Assessment is an integrated part of the planning of teaching and learning.</p> <p>The Annual Teaching Plan together with the Assessment Policy provides the kind of assessment, assessment forms and nature of the assessment in the Foundation Phase.</p>	<p>The assessment of values and attitudes and behaviour awareness and change is not modelled for teachers.</p> <p>Defining the assessment that would support teaching and learning of Sexuality Education is a key component of the SLP development process</p>	The study revealed that the SLPs would script the kind of assessment to be done in the classroom and supports the assessment of values and attitudes as an integral part of the learning of Sexuality Education.
Learning support provided by the CSE SLP	DBE (2014) Kirby (2011) Wood & Roller (2014)		<p>The SIAS Policy provides the framework for including procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.</p> <p>Learning support emanates from the learners engaging with what Sexuality Education is</p>	<p>Learning support is specified within learning activities, which are the mechanisms for defining learning approach, assessments and learning resources.</p> <p>Learning support is also qualified through the SIAS process, to include psychosocial support, referrals, etc</p>	<p>Teachers identified the need for learning support as an essential component of the teaching and learning of CSE.</p> <p>Learning support also has a component that is supported by school-based and district-based support teams.</p>

			being taught and assessed.		This makes the orientation of these structures to the content of the SLPs imperative so that they understand the nature of support to be provided to learners.
Implications of CSE Scripted Lesson Plans for teacher development	Inclusion of Sexuality Education content into teacher education curriculum	Francis (2010), DBE (2011b) Wood, and Roller (2014) UNESCO (2015) UNESCO (2018)	Teacher education and training programmes formalize the training of teachers on new subject content and pedagogy. Few formal teacher education programmes for foundation phase teachers includes CSE.	Key aspects of the SLP development process, which include the policy context, the value of the BDI Logic model for defining health goals and behaviours, as well as pedagogy associated with the teaching and learning of Sexuality education, need to be included in both initial and continued teacher development programmes.	The study revealed that teacher education aimed at training teachers to implement CSE needs to include the new Sexuality Education content, teacher pedagogy and classroom management strategies.
	The value of including CSE in the professional development of teachers	DBE (2011b) UNESCO (2015)	The implementation of CSE provides emerging evidence for transformative pedagogy and new subject content to be included in teacher education programmes.	If initial teacher education included a module on CSE, then new Foundation Phase teachers would emerge for HEIs with relevant pedagogy and an understanding of the	As key to supporting the implementation of Sexuality Education through the SLPs, content for inclusion in a teacher

				policy framework for CSE.	development strategy emerged.
Strategies for the inclusion of CSE in teacher development	DBE (2011b) UNESCO (2015)	In response to new interventions in schools, teacher training is an orientation rather than any in-depth training on content and/or pedagogy. The issue of time spent on training of teachers on subject knowledge, approach, and assessment		Sexuality education content in Life-Skills will have an impact on what is taught in other subjects given the integrated nature of the Foundation Phase CAPS. The role of subject advisors needs to be strengthened to support teaching the SLPs and for ensuring that CSE is successfully integrated into the foundation phase Life-Skills CAPS.	The study promotes a whole-school-approach to implementing and support the SLPs, with a high level of district support to teachers and schools.
Strengthening the role of school management teams (SMTs) and school governing bodies (SGBs)	DBE (2006) Kirby <i>et al.</i> (2011) Vanweesenbeeck (2016) Kinnear (2018)	School Management Teams are responsible for quality of teaching and learning. They ensure that departmental policies are implemented. School Governing Bodies supports the role of the school by facilitating communication with parents and the community.		SMTs and SGBs need to be sensitized and trained on the inclusion of CSE in the curriculum. A rollout of CSE in the early grades comes with implications for school management and governance structures. SGBs would strengthen the role of the school by supporting	A framework with suggested content for the orientation of SMTs and SGBs emerged from the study.

				implementation CSE into the early grades.	
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The summary of the findings specific to the alignment between the Life-Skills CAPS and the ITGSE is significant in ensuring that the proposed development process for SLPs for the early grades is replicable, age-appropriate, scientific, and culturally relevant in any country's content.

Policy	Life-Skills CAPS	ITGSE	Insights gained	Linked to a recommendation for the study
The Constitutional rights and Manifesto of Education values underpins the social goals, which are embedded in the knowledge, skills, values and attitudes in the curriculum	Social goals underpin the curriculum as a required by the Constitution: Includes human rights, inclusivity, social justice, healthy environment	The guidance provided in this section takes a rights-based approach that emphasises values such as inclusion, respect, equality, empathy, responsibility and reciprocity, which is inextricably linked to universal human rights.	The alignment of content between the CAPS and ITGSE should respond to the social goals of the curriculum. SLPs should respond to values and attitudes inherent in the social goals.	Recommendation 1 Recommendation 2
Curriculum arrangement: Mono-graded curriculum versus age specifications:	Arranged as a graded curriculum: Grades R to 3: four grades for the Foundation Phase Age groups for the phase is between 6 and 9 years old	Arranged across age groups: content is specified for four age groups: 5-8 years; 9-12 years; 12-15 years and 15-18+ years	There is overlap of content between the age grouping in the ITGSE and the grade specifics in CAPS. The grade and age alignment needs to be done before content selection for the SLPs can be mapped.	Recommendation 1

Thematic arrangement of content	<p>Has key study areas: Beginning Knowledge, Personal and Social Well-being</p> <p>Topics and sub-topics are provided for each study area and replicated across grades.</p>	<p>Has eight key concepts, which are linked to topics and learning outcomes.</p> <p>Learning outcomes provide content mapped for age groups.</p>	<p>Alignment of content between CAPS and ITGSE should consider the alignment of topics and sub-topics.</p>	Recommendation 1
Time allocations	<p>Provides time allocation for teaching of Life-Skills as a subject for a week.</p> <p>The Annual Teaching Plan is written for each term and weeks</p>	<p>No time allocation is provided.</p>	<p>The development process for SLPs should indicate where in the Annual Teaching Plan the SLP will fit.</p> <p>The activities within the SLPs should show the time allocations that will guide teaching, learning and assessment.</p>	Recommendation 2
Integration of Sexuality Education	<p>Sexuality Education content is integrated into the content of Life-Skills subject content.</p> <p>Gaps in content is identified by mapping the content with the ITGSE</p>	<p>Provides characteristics of effective curriculum development</p>	<p>The SLPs as a tool for including Sexuality Education content into the Life-Skills CAPS should ensure that it meets some of the requirements of an effective CSE curriculum.</p>	Recommendation 6
Scripting of teaching, learning and assessment	<p>Teachers follow the Annual Teaching Plan to</p>	<p>Provides guidance for development of a CSE curriculum.</p>	<p>The SLPs will be integrated into the Life-Skills CAPS and provide clear scripting for</p>	Recommendation 2

	<p>show curriculum coverage.</p> <p>SLPs will script in detail teaching, learning and assessment within the CAPS.</p>	<p>Does not provide detail for teaching, learning and assessment nor does it provide classroom activities for teaching CSE.</p>	<p>classroom implementation.</p>	<p>Recommendation 4</p>
<p>Monitoring of classroom implementation of the SLPS</p>	<p>District officials monitor curriculum coverage and classroom implementation against the Annual Teaching Plan.</p> <p>SLPs will be integrated into the Annual Teaching Plan.</p>	<p>Does not provide guidance on classroom implementation.</p>	<p>SLPs will provide the guidance for classroom implementation of the inclusion of CSE within the Life-Skills CAPS.</p> <p>A monitoring and support process should be structured against the SLPs and the inclusion of CSE into the curriculum.</p>	<p>Recommendation 5</p>
<p>Training of teachers, SMTs and district officials on the purpose and content of the SLPs</p>	<p>Teachers need to be trained to implement the SLPs within Life-Skills CAPS.</p> <p>SMTs support the implementation of the Annual Teaching Plan in the classroom.</p>			<p>Recommendation 3</p>

Table 6-3: Summary of the alignment of policy and the foundation phase Life-Skills CAPS with the ITGSE.

The comparison of the main themes and sub-themes against the literature in Table 20 confirms that teachers had little knowledge of how the policy context influenced what they teach and how they teach in the classroom. Teachers were able to identify how policy health goals and behaviours can be addressed in their own classroom teaching by specifying the Sexuality Education concepts to be taught, aligned to what is in the Life-Skills CAPS for each grade. Teachers could design down from their own contextual factors depending on which behaviours impact on their learners. Schools could draft their own school policies to address their own contextual needs and behaviours to be targeted and show how they meet the national policy health goals.

While the Sexuality Education concepts in the Life-Skills CAPS were clearly provided in the relevant topics and sub-topics, there are gaps in content to be able to teach to the policy health goals and targeted behaviours in policy. Furthermore, teacher confidence and comfort were increased when how to teach the Sexuality Education (teacher pedagogy), what learner performance is expected (assessment), and how teaching and learning can be supported (resources and classroom support) is provided. *'When we don't have good teaching resources and textbooks, then I am left not knowing the detail of what Sexuality Education to teach. That makes me uncomfortable'* (T5); and *'as HOD, I check what is taught against the details in the Annual Teaching Plan'* (T2H1). The mapping of concepts to align Life-Skills CAPS and the ITGSE, specifying knowledge, skills, values and attitudes, provides clear guidelines for teaching, learning, and assessment.

The researcher, therefore, opined that the development process, which will be used to produce a set of age-appropriate, specified, accurate, contextual SLPs developed for the early grades, would show how classroom teaching, learning, and assessment should be designed to meet national policy health goals and targeted behaviour. The BDI model provided a logic model for showing links between national policy, school contexts, and classroom teaching of Sexuality Education within the Life-Skills CAPS for the early grades.

6.6 RESEARCH CONCLUSIONS

In the previous sections, the researcher summarised the findings from the relevant literature reviewed, the conceptual and theoretical frameworks, and the empirical study. The results from the main themes and sub-themes were linked to the research questions and their alignment with the existing literature was verified.

In this section, the research conclusions are presented. The conclusions are based on information gathered from the literature study and the collection of data from the empirical study in answering the research questions in Chapter 1, Section 1.3.2.

The researcher started by answering the secondary research questions:

- How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPs in the early grades?
- How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum?
- What professional teacher development strategies are required to support the implementation of the SLPs?
- What content is to be included in the SLPs to support CSE in the Life-Skills CAPS for Grades R to 3?

The secondary questions assisted in answering the main research question: 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS?'

The output from the study, which is answered by both the primary and secondary research questions, was to establish what process is to be followed to develop early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education.

6.6.1 Secondary Research Question 1

How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPs in the early grades?

The researcher asked secondary research question 1 to establish a link between the teaching of Life-Skills CAPS in the classroom, what the inclusion of CSE in teaching in the foundation phase may mean broadly for the system, and how SLPs would respond to the DBE policies relevant to CSE. By asking about the three parts in this question, the information obtained will link in with what the other secondary questions would elucidate. Through the structuring of the secondary questions, with their interconnectedness of information, the researcher was able to investigate what finally the development process for early grade SLPs would include.

The emerging theme, which responded to the first secondary research question, established what understanding of CSE teachers, subject heads, and district officials had to be able to base their teaching on Sexuality Education on, and how they understood the policy context that provided support for the inclusion of Sexuality Education into the Life-Skills CAPS for grades R to 3. The theme: Creating policy alignment between the SLPs and the relevant policies, was structured to establish an understanding with participants how they saw links between Life-Skills CAPS as a curriculum policy linked to other DBE policies that promote the DBE's agenda for CSE. The Life-Skills CAPS is the policy that guides teaching, learning, and assessment, which has to make provision for any other policy mandate to be included in the classroom (section 5.6.5). The findings for this theme were structured to include the alignment of SLPs with the DBE policies and ITGSE, the efficacy of the BDI model for finding this alignment, and how targeted behaviours, school contextual factors, and attitudes, including CSE in the early grades, contributed to developing SLPs. The development process proposed as an outcome of this research study would ultimately show how this is possible.

A semi-structured interview consisting of open-ended questions was generated from secondary research question 1 to allow for teachers to adequately respond to the baseline assessment (Annexure 4). Some of the questions asked (5A Question1) allowed for participants who have negative responses to whether Sexuality Education should be taught in the early grades to reflect on why they felt like that. The use of reflective questions was used to show the efficacy of using reflective practice when teaching concepts like behaviours, values, and attitudes, as well as getting teachers to reflect on their teaching of Sexuality Education (see Sections 4.7.3; 5.5.5). The value of reflective practice was followed through when the exemplar SLP was constructed and used as a learning skill that can be taught to learners in the learning activities and assessments.

The need for teachers to understand the relevant policy contexts and to be able to show how the policy health goals impact and influence what is taught in the classroom, emerged as an important part of the process of developing SLPs. The findings from the study showed that when the health goals are understood and linked to learning activities, then teachers understood SLPs as an appropriate educational response,

like early grade SLPs, which are focused on the teaching, learning, and assessment of Sexuality Education (see Sections 3.3.1; 3.3.2; 3.3.3; 5.7.3.1; 5.7.3.2; 5.7.3.3).

The SLPs have the role of integrating health outcomes with the learning outcomes spelt out in the Life-Skills CAPS for the early grades. The health goals link how a Comprehensive Sexuality Education programme will target behaviour change later in adolescence by identifying what is appropriate for addressing behaviours from as early as the foundation phase. From the identified behaviours, the risk and protective factors are identified as determinants of those behaviours. The learning activities are designed to address and teach about the risk and protective factors, which includes the selection of appropriate Sexuality Education content for each grade (see 3.2; 3.3.1; 3.3.2; 5.6.5.1; 5.6.5.2). The risk and protective factors also emerge from the analysis of the school context and what factors impact on the behaviours, risks, and possible intervention to mitigate the risk that would be taught as part of the SLPs. The value of considering the school context is that as factors change, intervention can as well through the development of specific SLPs. The possibility of developing SLPs particular to a school's sexual health and risk needs is increased when the threatening behaviours and risks are identified and teaching to address those are put in place by the SLP activities. Brundrett and Rhodes (2013) recognise the importance of researching directly in the school context that provides as a unique context for teachers and the district officials to be able to identify their own needs for SLPs. Mukoma (2016) asserts that the school context would direct the development of school policies to respond to national policy goals and social needs in the school (see 3.3.1; 5.6.2; 5).

From the findings, teachers were able to find the alignment of the SLPs with the foundation phase Annual Teaching Plan for Life-Skills, which is facilitated through mapping the concepts related to the topics and learning outcomes in the ITGSE for particular age groups with the Sexuality Education concepts spelt out in the relevant CAPS topics and sub-topics for each grade (see Sections 2.2.2 to 2.2.3; 2.4.1; 2.5; 5.7.1.3; 5.7.2.1)

The efficacy of the Behaviours-Determinants-Intervention (BDI) model for including CSE in the foundation phase Life-Skills CAPS is verified by the iterative process followed from the identification of behaviours to be targeted to what factors would impact on the behaviours and help address behaviour change in the long-term, by

describing what the nature of the SLPs would be. The BDI model provides causal linkages between health goals, targeted behaviours related to those health goals, their determinants, and the described intervention (Roller *et al.*, 2014; Kirby, 2004). This implies that what is planned for teaching and learning within the Life-Skills CAPS for the early grades would directly contribute to the theory of change related to an identified behaviour. If the behaviour to be change is identified, and if the risk and protective factors are identified, then the knowledge, skills, values, and attitudes to be taught within CAPS for each grade can be identified. (see Sections 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.3.; 3.3.5; 3.3.6; 5.7.1.3)

The findings revealed that teachers showed the significance of what they thought was important to create impact from teaching CSE through the SLPs by raking what they considered as important issues. From the targeted behaviours, participants were able to draft 'I-statements' as a way of stating the key messages for behaviour change. Through activity planning the key messages were able to be targeted. The section of teaching methods and learning approaches, which are related to the social learning theory, the behaviours and messages reflect that teachers' and learners' own experience is considered in the planning of the SLPs (see Sections 3.4.1; 5.7.1..4). Alongside identifying the value of targeting behaviours through the selection of appropriate knowledge, skills, values, and attitudes, was the importance of teachers' own attitudes towards teaching Sexuality Education in the early grades and their attitudes as to how Sexuality Education would be taught in the classroom (see Sections 3.3.8; 5.7.2.3).

A draft exemplar SLP was constructed from the inputs received from the process that took participants from the policy goals to the health goals, the behaviours, and the selected content. By following this stepped process, a development process for drafting Sexuality Education SLPs was modelled. The planning of the SLP to include Sexuality Education concepts would include the specific planning for classroom teaching, learning and assessment.

6.6.2 Secondary Research Question 2

The secondary research question, 'How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum,' was important to establish how much participants understood about the ITGSE and whether the key topics and learning outcomes could guide teaching of Sexuality Education concepts in the early grades.

The emerging theme that responded to secondary research question 2 is: Theme: Design of the CSE SLP development process (section 5.6.8). From the findings, the emerging theme was broken down into four sub-themes that dealt with the alignment of SLPs to the foundation phase Annual Teaching Plan for Life-Skills, the mapping of Sexuality Education concepts within Life-Skills CAPS to the ITGSE, what the planning of the SLP to include Sexuality Education concepts includes, and what a draft exemplar SLPs to model development process would include (section 5.6.6).

The findings from the research study confirmed that teachers, given the curriculum teaching time within the Life-Skills CAPS and the breakdown of content in the Annual Teaching Plan, they would only be able to teach Sexuality Education concepts that were aligned to the Annual Teaching Plan. Any planning guidance provided would need to show what needs to be taught, what learning will take place, and how assessment done shows the efficacy of what has been taught and learnt. Teaching allocated within the Annual Teaching Plan is the official teaching time for the subject, so no other content could be taught within that time (Venketsamy & Kinnear, 2020; DBE, 2011a).

The ITGSE provides guidance on how to set up a CSE curriculum in the case where countries do not have one. The key topics, detailed learning outcomes, and the allocation of specific ages are meant to help the drafting of Sexuality Education learning programmes (UNESCO, 2018). The mapping of Sexuality Education concepts within Life-Skills CAPS to the ITGSE is the only way that Sexuality Education concepts could be structured to be age-appropriate and grade-specific within the Annual Teaching Plan. The concept mapping identifies conceptual progression across grades for teaching, learning, and assessing Sexuality Education within Life-Skills CAPS. The development of SLPs is guided by the mapping of concepts so that SLPs remain compliant to policy. The inclusion of health goals and targeted behaviours using the BDI model would provide links between the knowledge, skills, values, and attitudes to be taught in the early grades (see Sections 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.3.5; 3.3.6; 3.3.7; 5.7.1.3).

Any intervention within the policy context and aligned to the curriculum policy would need to be age-appropriate, contextual, structured and provide clear guidance to teachers on content and pedagogy. The characteristics typical of the foundation phase learner guides the inclusion of content, skills, values, and attitudes (UNESCO, 2018;

DBE, 2011b) (See Sections 2.4.1; 2.4.2; 5.7.1.3; 5.7.2.1). Appropriate support for the inclusion of Sexuality Education concepts within the Life-Skills CAPS in the early grades is provided by scripting teaching, learning, and assessment for teachers across the grades. The SLPs would include the resources needed or identified for ensuring that the content is taught effectively. The value of the process described for the development of SLPs to align Life-Skills CAPS with the ITGSE is two-fold. Firstly, a national set of SLPs would need to be mapped based on which policy health goal(s) needed to be prioritised or fast-tracked to address targeted behaviours, and risks and protective factors evident. Secondly, at a school level, each link could be developed into a specific SLP that is responsive to the school context and could address behaviours impacting directly on the learners in that particular school (see Sections 2.2.1; 2.2.2; 2.2.3; 5.7.1.4).

Further support for the teaching of CSE in schools would include that support structures, like school management teams (SMTs), school governing bodies (SGBs) and District-Based Support Teams (DBSTs), be orientated to the purpose and structure of the SLPs and that these structures be trained on how to support the implementation of the SLPs (see Sections 5.7.3.1; 5.7.3.2; 5.7.4.4).

With the inclusion of Sexuality Education content, further guidance on the assessment of behaviours, values and attitudes, as well as guiding the assessment of the learning process of the Sexuality Education content is a need within the SLPs. The assessment processes, assessment tasks, and assessment forms, which are included as part of teaching and learning, is included to guide the assessment of Sexuality knowledge, skills, values, and attitudes. Learning support provided by the CSE SLP is designed as part of the SLP development process (see Sections 3.3.4; 5.6.5.1; 5.7.3.2; 5.7.3.4; 5.7.4.1; 5.7.4.3) **(Annexure 5 – Q2)**.

6.6.3 Secondary Research Question 3

What professional teacher development strategies are required to support the implementation of the SLPs?

The emerging theme that responded to secondary research question 3 is: Theme: Implications of the CSE SLPs for professional teacher development (section 5.7.3.2). From the findings, the emerging theme was broken down into four sub-themes that dealt with the inclusion of Sexuality Education content into teacher education

curriculum, the value of including CSE in the professional development of teachers, strategies for the inclusion of CSE in teacher development and strengthening the role of school management teams and school governing bodies (section 5.7.4.4).

The need for adequate training and capacity building to equip teachers to deliver CSE effectively within their teaching emerged from the findings of the study (Wood, & Rolleri, 2014; *Shalem et al.*, 2016). Both initial and continued teacher development programmes need to be responsive to the need to capacitate teachers to teach and manage classroom implementation of CSE. The inclusion of demonstrating the implications of the relevant policies on classroom practice emerged as significant. The value of including Sexuality Education into teacher development programmes included training teachers to understand how a theory of change particular to their own school and classroom needs could be formulated and supported to respond to identified behaviour change. The focus on including transformative pedagogy, peer learning, and reflective practices to evaluate own capacity and attitude to teach CSE is a critical component of a teacher development process. New content and unpredictable circumstances, as it happened in this study due to the impact of COVID-19, make demands for offering different and varied training modalities, like e-learning, virtual training, and could include working in partnership with other partners to deliver CSE (see Sections 3.3.4; 3.3.5; 5.7.2; 5.7.4.3; 5.7.4.2) **(Annexure 6:Q 3)**

6.6.4 Secondary Research Question 4

What content is to be included in the SLPs to support CSE in the Life-Skills CAPS for grades R to 3?

The emerging theme that responded to secondary research question 4: Theme: The value of SLPs for teaching, learning, and assessment in the classroom (section 5.7.3). From the findings, the emerging theme was broken down into four sub-themes that dealt with what is needed to be considered in the development process that would make SLPs implementable in the classroom. The identification of aligned content would only be taught effectively when planning teaching, learning, and assessment in the SLPs, designing a structured assessment process, and specifying what learning is provided by the content of the SLP.

The findings from the study dealt with the detail of the planning for teaching, learning, and assessment. The Annual Teaching Plan provides what to teach and assess

towards the learning outcomes. To teach Sexuality Education content, which is to be included in the Life-Skills Annual Teaching Plan, the planning process would need to provide specific guidance to teachers on the knowledge, skills, values, and attitudes, as well as a teacher approach to teaching Sexuality Education. The planning would consider the contextual realities of the school as part of what the SLPs would respond to and show how targeted behaviours are identified and included (see Sections 5.7.1; 5.7.1.4; 5.7.1.5).

From the findings, guidance for the assessment of Sexuality Education content, skills, values, and attitudes as well as behaviours needed to be scripted for teachers. The guidance provided to teachers to assess teaching and learning of Sexuality Education content would include the type of assessment to be done, the forms of assessment to be included as part of learning activities, who is involved in the assessment process given that peer assessment promotes the exchange of values and attitudes, and how assessment of learner performance is reported. Learning support emerged as a critical element of developing and implementing the SLPs and for providing support to teachers in the classroom. Learning activities included in the SLP would include appropriate learning styles and methodologies appropriate to how foundation phase learners learn, and how they need to be supported towards behaviour change, which results in the safe, healthy decisions that make for their own sexual and reproductive health later in adolescence (see Sections 2.3.2; 2.5.3; 5.6.7.2; 5.6.7.3; 5.6.7.4) **(Annexure 7: Q4).**

6.6.5 Main Research Question

The main research question, 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS' was answered by collective findings guided by the secondary research questions as documented in Sections 6.5.1 to 6.5.4.

The inclusion of Sexuality Education knowledge, skills, values, and attitudes to address the gaps in the Life-Skills CAPS content in the early grades has implications for the approach to be taken for developing early grade SLPs. Included in the design and development of SLPs are critical foci on a response to the policy context; planning of teaching, learning and assessment, support for classroom implementation; and teacher development to build capacity, competence, and confidence in teachers to teach CSE.

The rationale and efficacy of using the BDI model (Chapter 3, sections 3.2. and 3.3) as a means of identifying the health goals specific to the policy context, targeted behaviours identified, and determining the risk and protective factors to be able to scope a relevant, age-appropriate, contextual intervention (UNESCO, 2018; Kirby *et al.*, 2012) was examined and tested as a basis for the development of Sexuality Education SLPs. The alignment of Sexuality Education content currently in the Life-Skills CAPS, which included an assessment of the content gaps, with the key topics, learning outcomes, and concepts in the ITGSE, implied that a concept mapping process was required to justify the inclusion of Sexuality Education content in the Life-Skills CAPS for grades R to 3. The process mapping for guiding classroom teaching and learning of Comprehensive Sexuality Education in the early grades emerged from the engagement with policy health goals, identifying targeted behaviours, specifying the risk and protective factors, scoping the nature of the intervention, and determining what this means as a theory of change (see Sections 3.3.1 to 3.3.7), guided the proposed SLP development process.

The initial assessment of the teachers and district subject advisors understanding of what the ITGSE included and if it was possible to strengthen CAPS content based on what the ITGSE provided for age appropriate CSE interventions, was conducted using focus group discussions and a structured questionnaire that took participants through a step-by-step analysis of what such a process may include. Responses from this investigation with teachers and district subject advisors led to the description of themes and sub-themes, which have been used to answer the secondary research questions.

A proposed process for developing specific, contextual, age-appropriate, integrated teaching, learning and assessment activities, was explored and resulted in an exemplar SLP, which would guide the development of a set of classroom-based SLPs for teaching Sexuality education within the Life-Skills CAPS for the early grades was defined (Chapter 5). Whilst a national set of SLPs, which would respond to health goals and targeted behaviours in the national policy, would emerge from the defined development process, SLPs could be developed at a district or school level to respond to behaviours and school contextual factors, as well as risk and protective factors associated with these factors, and would address immediate needs of learners in the school. The replicability of the design and development process emerged from the

findings of the research study and showed the efficacy of the conceptual and theoretical frameworks (Chapters 2 and 3), the research approach and methodology, as well as the data collection process and tools (Chapter 4) selected for this study.

In the next section, recommendations are presented based on the findings of the study.

6.7 RECOMMENDATIONS

The findings of this study emanated in several recommendations for strengthening the inclusion of Sexuality Education within the early grade Life-Skills CAPS and taking a structured process to the design and development of SLPs for the foundation phase.

6.7.1 Recommendations for the alignment of Life-Skills CAPS content to the ITGSE

The process described for grounding the response to policy health goals, targeted behaviours, the determinants for risk and protective factors, and developing an intervention that bridges policy into classroom practice should be done for each of the policy goals.

A concept mapping process was defined for examining how far the Sexuality Education knowledge, skills, values, and attitudes, which is included in the Life-Skills CAPS content, responds to the key topics, learning outcomes, and concepts within the ITGSE. Concept mapping should be completed to determine the content gaps and content alignment for each grade. The mapping of conceptual progress should then be done across all the grades in the foundation phase. Once the concept mapping is done and the links found with the health goals and behaviours to be targeted, then a set of early grade SLPs can be developed to impact on the achievement of the policy goals. Because the subjects in the foundation phase are so highly integrated and because of how foundation phase learners learn, the process of developing SLPs could be extended to include the other subjects. This would lead to an integrated set of SLPs that integrate a focus on CSE within all content.

The detailed mapping of concepts will imply the planning that needs to happen and would script teaching, learning, and assessment for each grade and would ensure a set of aligned, progressive classroom-based activities. Through the activities, which provide knowledge and skills (like informed decision-making about choices for staying safe), etc., the longer-term aim of influencing the decisions learners make for their own

sexual and reproductive health later during adolescence should be emphasised as early as the foundation phase. This can be done by integrating CSE messaging into the content of all subjects.

6.7.2 Recommendations for the development of early grades SLP

The development process includes a defined look at planning for classroom implementation, the role of school contextual factors, and what kind of resourcing is required if CSE is to be incorporated into the Life-Skills CAPS. The strength of the proposed process is that it suggests a whole-school approach is taken to the implementation and support for the inclusion of CSE in early grade classrooms.

The role of district-based subject advisors as monitoring and support for classroom implementation of Sexuality education content within Life-Skills CAPS is specified. Whilst monitoring of curriculum implication is a key role of the subject advisor, the proposed process with direct any monitoring of learner performance against the curriculum and against teaching and learning outcomes. This will then also strengthen the role of subject advisors in policy monitoring and reporting against policy goals. A direct alignment between good, structured classroom practice and the policy context and goals will mean that learner performance will contribute to reviewing and strengthening policy formulation and implementation.

6.7.3 Recommendation for the professional development of teachers on CSE

Foundation phase teachers and district subject advisors, who have the responsibility of teaching and supporting the implementation of the curriculum, should be exposed to the necessary content and skills related to CSE. This would include subject-specific content, as well as showing the direct links with the policy goals and context.

Specific content related to taking a comprehensive approach to incorporating Sexuality Education should be included into the curriculum for the professional development and training of teachers and subject advisors. Both initial and continued teacher development programmes should include a focus on CSE, associated and transformative pedagogy, strengthened learner support, and classroom management.

The proposed process for the design and development of SLPs for Sexuality Education should be included in CSE materials development processes, like the development of Learning and Teaching Support Materials (LTSM) for Life-Skills, as well as for teacher development modules. This will culminate in structured, activity-

based, grade-specific material to support the inclusion of Sexuality Education into the Life-Skills CAPS.

Teachers who are required to teach SLPs in school as part of the roll-out of a CSE intervention should have specific school-based ongoing training and support, which is supported and monitored by the district subject advisors.

Classroom implementation is further supported when all school-based structures, like SMTs and SGBs, have an informed understanding of what CSE content is to be taught to learners. This can support decisions about management and governance that will facilitate classroom implementation.

Given the realities of the training of teachers being impacted on by contextual and time constraints, which includes the impact of COVID-19 on face-to-face engagement with teachers, different modalities and differentiated strategies for delivering training on CSE should be included in training programmes.

The inclusion of difficult content related to Sexuality Education, which is linked to risk and contextual factors inherent in CSE programmes, may impact on the psycho-social and mental health of teachers and learners. For many teachers, who are not trained to deal with issues that may arise in the classroom from dealing with sexual risk and harm with young learners, the SMT, as well as the school- and district-based support teams need to be trained to provide support to teachers. This will strengthen school-based implementation and support for teaching CSE within the Life-Skills CAPS.

6.7.4 Recommendations for what content is to be included in the SLPs to support CSE in the Life-Skills CAPS for grades R to 3?

The findings provided an indication of the specific guidance teachers needed to support their teaching, learning, and assessment of Sexuality Education knowledge, skills, values, and attitudes within the Life-Skills Annual Teaching Plan (**Annexure 17**). Teachers are familiar with the format of the Annual Teaching Plan and all the elements included as part of planning through the format. The SLPs should reflect the same format as that found in the Annual Teaching Plan so that the SLPs planning and implementation is seamless with all other content in the Annual Teaching Plan.

The specific guidance provided in the table below is two-fold:

Firstly, the development of any other SLPs, with content scripted to provide support for teaching, learning, and assessing the Sexuality education content within the Annual

Teaching Plan, will be guided by the template provided. The table provides guidance on all elements of the planning contained in the Annual Teaching Plan that a new SLP will need to specify.

Secondly, it will give guidance in the classroom when the SLPs are being implemented by teachers. All elements of planning, time allocations, support, and resourcing, which is included in the Annual Teaching Plan, is fully scripted and specified in the template below. Teachers will only need to follow the script to ensure that their teaching is structured and effective.

LESSON PLANNING FOR EFFECTIVE TEACHING, LEARNING & ASSESSMENT		SPECIFIC GUIDANCE
Grade	Planning is guided by the breakdown of topics and sub-topics in the Annual Teaching Plan for each theme in CAPS. time allocation	Time allocation per grade based on time given in the ATP Decide on the number of SLPs per topic to be developed
Term		
Lesson		
Life-Skills Study Area	Identify and specify the Study area and theme - Mostly the content will be linked to main Beginning Knowledge and Personal and Social Well-being	Select key focus area in Life-Skills
CAPS Topic(s)	Link with content, skills and values and attitudes specified in the Annual Teaching Plan	Key topic CAPS (aligned to ITGSE topics) from CAPS Show the links with Life-Skills content in other sub-topics
CAPS Subtopics		
Link to other Subtopics in CAPS		
Link to other Life-Skills study areas in CAPS	Select relevant linked concepts from other subjects (and their themes) that integrate the content	Show content links with the other study areas of Life-Skills (integration)
This lesson will deal with the following	Explain what knowledge, skills, values and attitudes the lesson will deal with	Shows key content to be dealt with
Concepts	Identify the specific concepts for Life-Skills and Sexuality Education	Specific SE concepts that are to be taught
Teaching methodologies	Identify appropriate teaching methods and approaches that facilitate participatory and interactive to include whole class and small groups	Links best teaching approach and methods to teach the content
Activities	Specify all the activities that will be structured to show progressive learning of knowledge, skills, values and attitudes	Different activities structured to facilitate teaching the SLP
Assessment	Form of assessment	Nature of the assessment Assessment tasks and forms are provided to help assess learner performance and guide teacher assessment
	State the form of assessment specific to how assessment in the activities will happen	

Teaching Resources	List all the teaching resources required to teach the SLP	Resources to assist teaching and learning; develop as part of SLP if not available
Integration with other subjects	Show teaching and learning links with other subjects	Shows how content links with the other subjects (integration)
Time	Specify the time allocated to the different activities	Guided by FP time for Life-Skills
Homework	Describe an opportunity for learning consolidation and for sharing lesson content with “the home” to build support for learning of Sexuality Education	For consolidation and wrap up. Used for sensitizing parents / homes

Table 6-4: Specific guidance against the Annual Teaching Plan

If the above table, specific guidance is used as part of the SLPs development process and aligned to what the Annual Teaching Plan provides to teachers to guide their teaching.

In **Annexure 18**, the exemplar planning of a SLP using the proposed development process is shown using the template provided in table 9. The colour coding is only used for exemplifying the process and is mirrored in the exemplar SLP.

6.7.5 Recommendations for a well-defined monitoring and support process to be put in place to support CSE implementation

Classroom practice will be guided by the detail scripted lesson plans that emanate from the proposed development process. Learner performance will be measured by the assessment tasks described within the scripted activities. Together with learner performance, curriculum implementation, the need for ongoing teacher development and support, and teacher comfort with the included Sexuality Education content, needs to be monitored. The district Life-Skills subject advisors have the role of providing support to teachers on curriculum implementation and classroom practice. The inclusion of the SLPs within the Annual Teaching Plan would need to be monitored. It is recommended that a monitoring and support plan and process be explored and defined to support the implementation of CSE.

6.7.6 Recommendation to evaluate the efficacy of the South African CSE intervention of developing SLPs

The UNESCO (2018) provides characteristics for effective CSE programmes, which will guide the evaluation of the SLPs as a classroom-based intervention, to ensure that CSE is integrated into the curriculum. It will also assist to assess how well the policy health goals are achieved through classroom teaching, learning, and assessment. An assessment using the characteristic of an effective CSE curriculum should reflect how far the design and development of the SLPs has contributed to the CAPS being an effective CSE curriculum

6.8 RESEARCH LIMITATIONS

Although the research study has reached its aims as set out in Chapter 1, several limitations surfaced during the study. Qualitative research brings unavoidable limitations. Creswell *et al.* (2014) asserts that using a qualitative research approach has both strengths and weaknesses, and thus some challenges that limit this study were noted. The main disadvantage of qualitative methods of research and data analysis is that findings cannot be extrapolated to wider populations (Atieno, 2009).

These limitations were dealt with as best as possible and included the following:

Firstly, the impact of lockdown restrictions and limited engagement with participants, as a result of COVID-19, was an important limitation to conducting focus group discussions. Although the evidence could still be reliably collected using a structured interview questionnaire, the researcher was limited in being able to identify group norms and to elicit a variety of differing opinions about those group norms from within a group (Guest, Namey, Taylor, Eley *et al.*, 2017). This impacted on being able to convene the focus group discussions, which could have been used to build consensus about how different contextual factors and risks could be accommodated by the same set of SLPs. The advantage for the researcher was that the proposed development process itself allows for very specific contextual factors, like those that an individual participant would contribute, to be addressed. Collectively, responses from individual participants could be structured into a process that linked addressing contextual factors, the policy health goals, and targeted behaviours.

Secondly, the sample of teachers and district subject advisors was purposively selected to allow for data to be collected from Life Skill subject heads, district officials, and teachers spread across each of the grades in the foundation phase. Two teachers

and one subject head dropped out the process, which limited the inputs on teaching and learning from each of the grades, and limited issues related to support for the curriculum and its implications for SMTs. However, the data generated from participants were adequate to proceed with the analysis thereof and obtain the research findings.

Thirdly, the study was limited to only two districts of the Gauteng province. Only five schools were selected from two districts, which have a total of 273 schools. The data provided from the GDE Health and Wellness Assessment in Gauteng Schools Report (GDE, 2004) was used to select the district based on reported factors, like absenteeism and drop-out. These factors were used as proxies for factors related to Comprehensive Sexuality education like poverty, hunger, and various forms of abuse. A later report is not available to provide more updated information on factors that are currently impacting on the health and wellness of Gauteng schools. If recent data was available, the selection of districts may have been different. However, a recommendation from the study is that the proposed development process could be used to develop either district- or school-specific SLPs to address very specific contextual factors.

Fourthly, with regards to transferability, the limitation would be when teachers engage with the exemplar SLP and the contextual factors used in the development of the SLP are not familiar to their contexts. However, the findings of this research that contributed to specifying a development process for SLPs for the early grades are transferrable to other contextual factors but may result in a different set of SLPs being developed (Finfgeld-Connett, 2010; Joram, Gabriele & Walton, 2020).

6.9 RECOMMENDATION FOR FURTHER DEVELOPMENTS FROM THE RESEARCH

The findings of this study on 'How can the early grade Comprehensive Sexuality Education SLPs respond to the ITGSE to support the implementation of CSE in the Life-Skills CAPS' suggest possible further development based on the research:

- Use the proposed process for developing SLPs for the early grades that respond to the ITGSE and support the implementation of CSE in the Life-Skills CAPS to develop a full set of national SLPs for each of the four grades (grades R to 3) in the foundation phase. Any country wanting to include CSE into their curriculum

would be able to identify their own health goals, create a policy context for CSE and develop a classroom-based CSE intervention relevant to the school context.

- Select varying school contexts in different districts and provinces, where contextual factors impacting on the sexual and reproductive health of learners are specific and develop a set of school based SLPs for supporting the teaching, learning, and assessment of Sexuality Education.
- Define a teacher development programme for inclusion in a continued teacher development programme using a virtual, online platform.
- Draft a CSE module for inclusion in the Early Childhood Education (ECE) Departments as a compulsory component of teacher development for second- and third-year students. This module will use the proposed development process to model the planning of teaching, learning and assessment, resource development, and classroom implementation in the early grades.
- Propose further research topics for final year ECE undergraduate students on the use of the BDI model to drive the formulation of other CSE interventions. The interventions would be aimed at supporting the achievement of health goals and behaviours associated with risk and protective factors impacting on the sexual and reproductive health of early grades learners.

6.10 CONCLUDING REMARKS

This chapter brought the study to its conclusion. The primary research questions formulated in Chapter 1 was explored and the primary aim and objectives were met.

The research study has shown the efficacy of using the BDI model to address the health goals, risks, and needs through an education tool, like the SLPs, for application in the early grades. By using the BDI model, a process for aligning the Sexuality Education content, as well as bridging the gaps in content identified, in the Life-Skills CAPs for grades R to 3 was proposed.

By using the lived experiences of the participants, the choice for using an interpretivist paradigm for the study was validated when their own contexts, experiences, values, and attitudes influenced their contribution to the proposed development process. It was encouraging for the researcher when the shifts in teacher confidence and comfort in mapping content from the ITGSE happened. Participants could see conceptual links

with the content specified in the Annual Teaching Plan for Life-Skills in the foundation phase.

The possibility of developing context specific SLPs from teacher inputs on their own understanding and insights was the most significant finding from the study. The implementation of national policy often disregards the huge disparities that exist in provinces, districts, and schools, and a national intervention often looks like a ‘one-size-fits-all’ solution to very varying contexts. This study has proposed a process for developing SLPs as a CSE intervention that will be responsive to very particular contextual realities and learner needs. The outcomes of this research will give credibility, transferability, and reliable guidance to the development of a set of ITGSE-aligned SLPs for early grade implementation.

The researcher has identified the potential for further research opportunities, which will continue to add to the body of evidence required to ensure that the development of CSE interventions remain focused on strengthening the South African Education system. This will ensure that the delivery of CSE interventions impact on policy development and implementation, and will result in safer, risk-free, informed choices and decisions, made by our learners for healthy sexual and reproductive lives.

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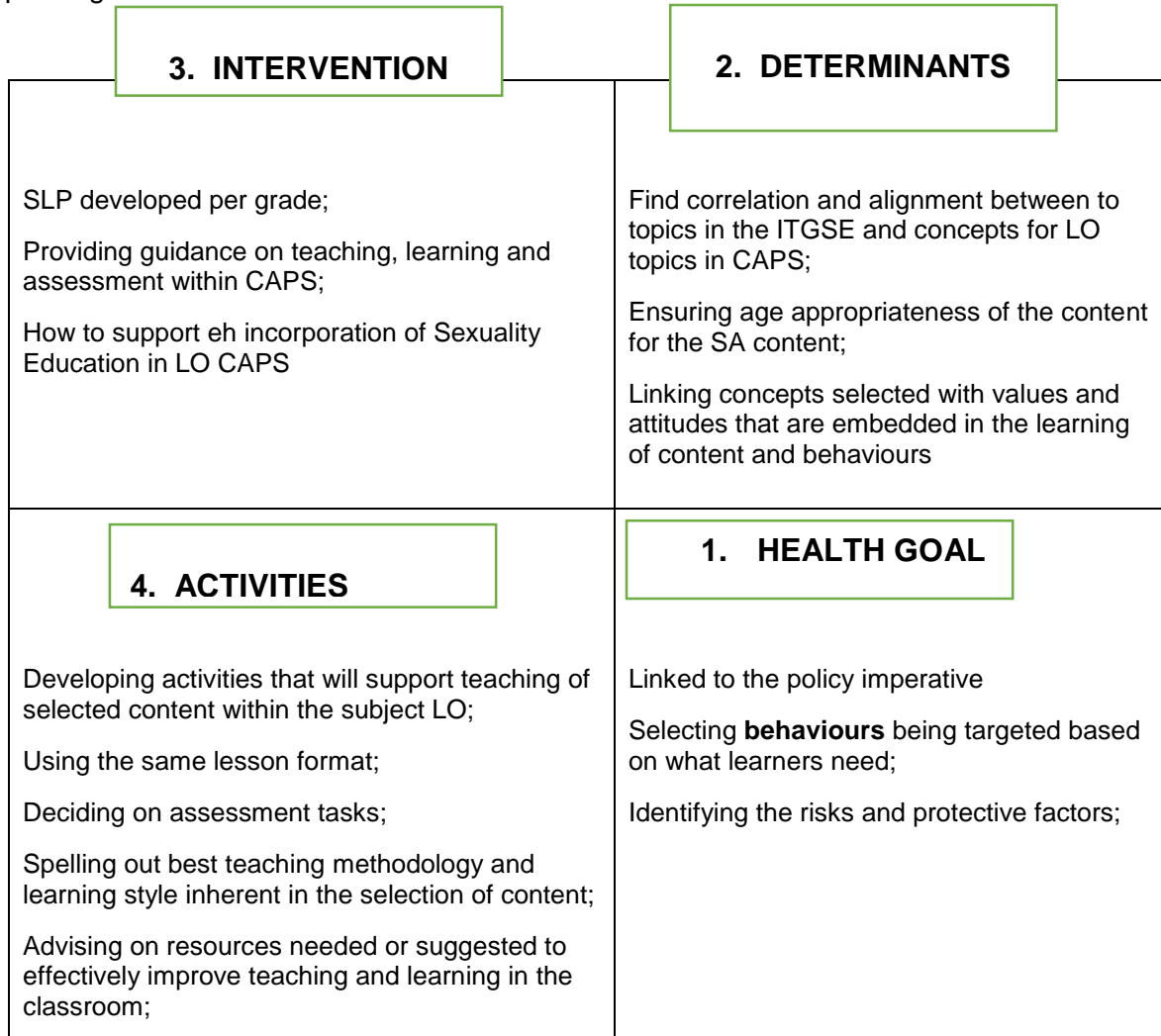
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ANNEXURES

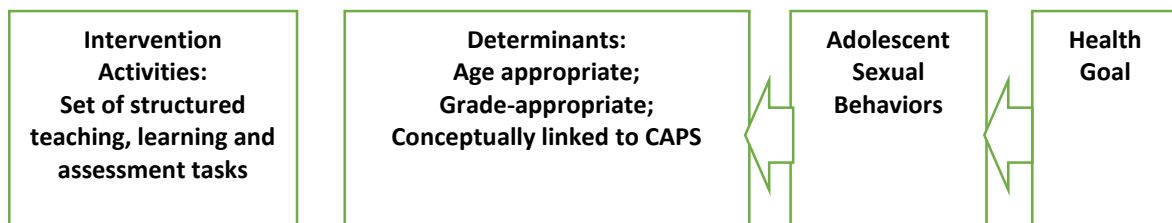
ANNEXURE 1: SELECTING THE HEALTH GOAL USING THE BDI MODEL

Establishing a health goal is a key phase in the development of a BDI. The health goal is determined by identifying the immediate need for intervention on issues related to learners in those grades or age groups.

Explaining the BDI model



The essence of the BDI model is that activities will only be purposeful in changing behaviour if they are directly linked with an identified health goal:



The health goal and associated behaviours need to be selected. These will determine what concepts, determinants, skills, values and attitudes will be targeted in the different activities.

ANNEXURE 2: THE SELECTION OF BEHAVIOURS FOR THE FOUNDATION PHASE

Health goal

The health goal *Reducing the incidence of HIV, STIs and pregnancy among all learners attending public schools in South Africa's nine Provinces* is used to drive the development of the SLPs.

Behaviours targeted

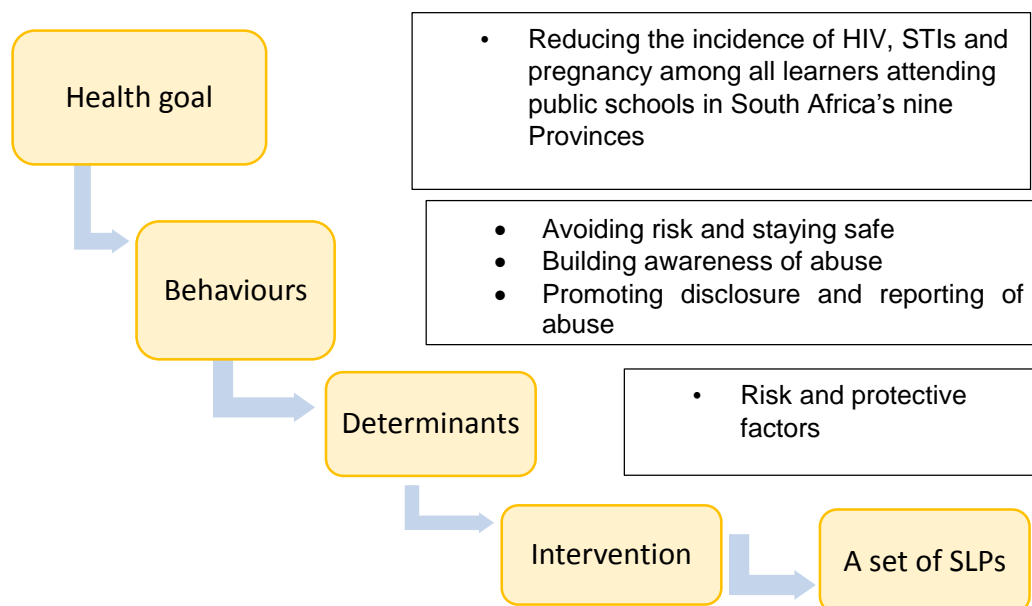
Three behaviour statements have been identified against the health goal for this phase. The behaviour statements provide clarity on what the behaviours are that are being targeted through the SLPs. These are:

- Avoiding risk and staying safe
- Building awareness of abuse and sexual violence
- Promoting disclosure and reporting of abuse and risk

Through the selected behaviours, which are able to be linked with behaviours promoted within the CAPS across all phases, risk and protective factors (determinants) can be identified.

The Behaviours Determinants Intervention (BDI) model (Kirby, 2004) provides a process for developing from health goals to behaviours to the intervention to address behaviour change.

The process mapping for underpinning the development of SLPs would be structured as:



Determinants: Risk and protective factors

In determining the behaviours being targeted, there are associated risk and protective factors that impact on how effectively those behaviours will be addressed.

Risk and protective factors can be identified that will be applicable to the behaviours expected from learners for each of the phases. Using the BDI model and reviewing the International Technical Guidance for Sexuality Education (ITGSE) Vol I and II, these factors were identified in the previous SLP development process and used to develop the Grade 1 to 3 set of LTSM.

From Life-Skills CAPS, the following factors are identified as important for scoping SLP development.

Knowledge relevant to what FP learners need to learn to ensure safe behaviours and safe choices;

Attitudes, beliefs, values and peer norms to guide learning;

Group-based discussion and collective critical thinking to foster sexual self-efficacy and change peer norms.

Skills and self-efficacy are also important to include and need to make youth aware of contextual factors that impede them from applying the skills they have learned.

Open but guided discussion on what the external drivers of risk are that threaten safety;

Gender norms as important for thinking about behaviour change

Building positive parent-child communication around issues related to sexuality education; and

Personal skills and tools to know when and how to break the silence on any risks;

Appropriate behaviours for the Foundation phase need to recognise:

The development age of learners in each phase;

Appropriate risk and protective factors (determinants) that learners can identify with; and

How the Life-Skills content in CAPS provides conceptual links with SE content to be taught.

Behaviour statements for the Foundation Phase that would align with the behaviours for Grades 4 to 12. Identify behavioural objectives for FP.

GRADES 1 TO 3	GRADES 4 TO 6	GRADES 7 TO 9	GRADES 10 TO 12
Reduce sexual abuse and the impact of unsafe behaviours and practices with young learners - ME & MY BODY	<i>Delay sexual debut</i>	<i>Delay sexual debut</i>	<i>Delay sexual debut</i>

Increase awareness and establish understanding of safe behaviours in young learners – FORMING HEALTHY RELATIONSHIP-PARENTS & PEERS	<i>Reduce gender inequality and gender-based harm and violence</i>	<i>Increase the correct and consistent use of male condoms</i>	<i>Increase the correct and consistent use of dual contraception:</i>
Increase the number of at-risk-learners reporting of sexual abuse – GOOD TOUCH & BAD TOUCH	<i>Establish and maintain healthy relationships</i>	<i>Increase the correct and consistent use of hormonal contraception</i>	<i>Reduce gender inequality and gender based harm and violence</i>

ANNEXURE 3: CONSENT LETTERS TO EDUCATORS, PRINCIPAL, SUBJECT ADVISORS

Educator letter of consent



Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education (ITGSE)

Dear Educator

My name is Jenny Kinnear and I am a Ph. D student at the University of Pretoria. The research I wish to conduct for my dissertation with the title: ***Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education (ITGSE)*** involves investigating what SLPs are that are needed to teach Sexuality Education in the early grades. The SLPs will focus on the concepts in the Life-Skills Curriculum and Assessment Policy Statement (CAPS) for grades R to 3 relevant to teaching Sexuality Education and show how they respond to the ITGSE. The study will also explore what kind of teacher development will support SLP implementation and indicate what teachers will need to successfully teach the SLPs in the classroom.

This research study will be conducted under the supervision of Dr Roy Venketsamy and Dr Keshnie Bipath from the Department of Early Childhood Education at the University of Pretoria.

You are kindly invited to participate in the data collection phase of this study by taking part in a focused group interview. The interview will include other Life-Skills Foundation Phase educators at your school. The interview will be scheduled according to your availability and will take place at a venue convenient for you. The focus group interview should not take longer than 60 minutes.

Your participation in this study is completely voluntary. All discussions in the group will be kept confidential. Furthermore, it is your right to withdraw at any point during the research study without any consequences or explanations. You can be assured that your decision will be respected. Confidentiality and anonymity will be guaranteed at all times by assigning numbers to the participants during the transcription phase. No participant names or personal information will be reported in my findings.

If you are willing to participate in this research study you will be asked for consent for me to make audio recordings of the focus group interview. The purpose of the recordings is to make transcription of data easier and more accurate, which will allow me to make more effective and appropriate recommendations for the alignment of Sexuality Education in CAPS to the ITGSE for the early grades. The recording will be securely stored. Only my supervisor and I will have access to the audio recordings. All data will only be used for academic purposes.

You may ask questions before or during the time of participation. If you have any concerns regarding the data collection procedures, please notify me or my supervisor. You as the participant will have the opportunity to verify my expressed views and findings as well as the transcriptions of interviews, if so requested.

We would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Please sign to indicate full comprehension of the nature, purpose and procedures of the research and to give your consent to participate.

Kind regards

Jenny Kinnear

E-mail address: jaydeekay187@gmail.com

Contact number: 082 359 2232

Supervisor: Dr. R. Venketsamy

E-mail address: roy.venketsamy@up.ac.za



PERMISSION FOR RESEARCH

I, _____, hereby give permission to Jenny Kinnear to include me as a participant in her research on ***Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education (ITGSE)***.

Signature: _____

Date: _____

Principal letter of consent



Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education

Dear Principal

My name is Jenny Kinnear and I am a Ph. D student at the University of Pretoria. The research I wish to conduct for my dissertation with the title: ***Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education (ITGSE)*** involves investigating what SLPs are that are needed to teach Sexuality Education in the early grades. The SLPs will focus on the concepts in the Life-Skills Curriculum and Assessment Policy Statement (CAPS) for grades R to 3 relevant to teaching Sexuality Education and show how they respond to the ITGSE. The study will also explore what kind of teacher development will support SLP implementation and indicate what teachers will need to successfully teach the SLPs in the classroom.

This research study will be conducted under the supervision of Dr Roy Venketsamy and Dr Keshnie Bipath from the Department of Early Childhood Education, University of Pretoria.

You are kindly requested to give your permission for two Foundation Phase Life-Skills educators at your school to participate in the research study. You are requested to nominate those two teachers. The educators will be invited to participate in the data collection phase of this study by taking part in a focus group interview. The interview will be scheduled according to their availability and will take place at a venue convenient to the educator, preferably at the school. The focus group interview should not take longer than 60 minutes. The participation of all educators in this study is completely voluntary and confidential.

The process requires that the Gauteng Department of Education (GDE) give permission to conduct the research study in a selected number of schools. Attached find a letter from the GDE granting their permission to conduct a focus group interview with the educators.

The University of Pretoria will remain custodians of all research findings. The University also needs to keep on record that all protocols in attaining this permission was followed. To this end, please sign the attached request that you are aware of and support that the selected educators at your school participate in the research study.

Kind regards

Jenny Kinnear
E-mail address: jaydeekay187@gmail.com
Contact number: 082 359 2232
Supervisor: Dr. R. Venketsamy
E-mail address: roy.venketsamy@up.ac.za



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

PERMISSION FOR RESEARCH

I, _____, hereby give permission to Jenny Kinnear to include selected Foundation Phase Life-Skills educators at my school to participate in her research study on ***Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education.***

Signature: _____

Date: _____

Subject Advisor letter of consent



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education

Dear Subject Advisor

My name is Jenny Kinnear and I am a Ph. D student at the University of Pretoria. The research I wish to conduct for my dissertation with the title: ***Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education (ITGSE)*** involves investigating what SLPs are that are needed to teach Sexuality Education in the early grades. The SLPs will focus on the concepts in the Life-Skills Curriculum and Assessment Policy Statement (CAPS) for grades R to 3 relevant to teaching Sexuality Education and show how they respond to the ITGSE. The study will also explore what kind of teacher development will support SLP implementation and indicate what teachers will need to successfully teach the SLPs in the classroom.

This research study will be conducted under the supervision of Dr Roy Venketsamy and Dr Keshnie Bipath from the Department of Early Childhood Education at the University of Pretoria.

You are kindly invited to participate in the data collection phase of this study by taking part in a focus group interview. The interview will include selected Life-Skills Foundation Phase educators at five of the schools that fall within your district. The interview will be scheduled according to your availability, and that of the participating educators, and will take place at a venue convenient for all, preferably at a school. The focus group interview should not take longer than 60 minutes.

Your participation in this study is completely voluntary. All discussions in the group will be kept confidential. Furthermore, it is your right to withdraw at any point during the research study without any consequences or explanations. You can be assured that your decision will be respected. Confidentiality and anonymity will be guaranteed at all times by assigning numbers to the participants during the transcription phase. No participant names or personal information will be reported in my findings.

If you are willing to participate in this research study you will be asked for consent for me to make audio recordings of the focus group interview (to make transcription of data easier and more accurate). The recording will be securely stored. Only my supervisor and I will have access to the audio recordings. All data will only be used for academic purposes.

You may ask questions before or during the time of participation. If you have any concerns regarding the data collection procedures, please notify me or the supervisor. You as the participant will have the opportunity to verify my expressed views and findings, as well as the transcriptions of interviews if so requested.

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Please sign to indicate full comprehension of the nature, purpose and procedures of the research and to give your consent to participate.

Kind regards

Jenny Kinnear

E-mail address: jaydeekay187@gmail.com

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Supervisor: Dr. R. Venketsamy

E-mail address: roy.venketsamy@up.ac.za



PERMISSION FOR RESEARCH

I, _____, hereby give permission to Jenny Kinnear to include me as a participant in her research on ***Early grade Scripted Lesson Plans (SLPs): Responding to the International Technical Guidance for Sexuality Education (ITGSE)***.

Signature: _____

Date: _____

ANNEXURE 4: STRUCTURED QUESTIONNAIRE

WHY COMPREHENSIVE SEXUALITY EDUCATION IN THE FOUNDATION PHASE

The Life-Skills Curriculum and Assessment Statement provides all the content and concepts to be taught around sexuality education.

QUESTION 1

Do you think that sexuality education concepts should be taught in Grades R to 3?

If you choose “YES”, tick the box and then follow the blocks below “YES” and answer the questions.

If you choose “NO”, tick the box and then follow **the SHADED blocks** and answer the questions.

YES , learners should be taught Sexuality Education		NO , learners should not be taught sexuality education	
Why do you think learners should be taught content related to Sexuality Education in the early grades		What reason(s) do you have for not teaching Sexuality Education in the Foundation Phase?	
Which of the following concepts in CAPS do you think are concepts that will help you teach Sexuality Education?		Which of the following concepts in CAPS do you think are linked to Sexuality Education concepts? Tick them	
Bullying	Keeping my body safe	Bullying	Keeping my body safe
Physical harm	Unsafe play areas	Physical harm	Unsafe play areas
Healthy relationships	Good / bad touches	Healthy relationships	Good / bad touches
Respect for self and others	How to say “no” and be safe	Respect for self and others	How to say “no” and be safe
Types of abuse	Knowing my body	Types of abuse	Knowing my body
Reporting abuse	Learners’ rights to being / feeling safe	Reporting abuse	Learners’ rights to being / feeling safe
Do you always feel comfortable or confident about teaching Sexuality Education concepts? Why / why not?		Should learners be taught these concept? And by whom?	
What would help you teach sexuality education better in the classroom?		Would you feel more comfortable if lessons on sexuality education content was prepared for you to facilitate teaching in the classroom? Motivate	

How would teaching sexuality education in the Foundation Phase benefit early grade learners?	Do you think your learners are always safe in their homes, school or community? Motivate
What are the risky behaviours impacting on learners in your class/school?	What are the risky behaviours impacting on learners in your class/school?
“Sexuality Education taught in the Foundation Phase should be age-appropriate, scientific and contextual” (UNESCO, 2009) . Do you agree? Motivate.	If Sexuality Education is to be taught in a way that is “age-appropriate, scientific and contextual”, then it needs to be aligned to CAPS? Do you agree? Motivate.

ANNEXURE 5: QUESTION 2

STATEMENT: The purpose of teaching sexuality Education in the early grades is to impact on learners later in life when they are faced with decisions about their own sexual and reproductive health and have to avoid risky behaviour.

Rank the following in order of importance from 1 to 10 as to what you think Sexuality Education will assist to change:

Ranking	Importance of teaching and learning about Sexuality Education	Comments:
	Make good decisions about what they want for themselves and so stop risky behaviour taking away their life goals	
	Keeping learners safe from harmful behaviours from others, including those they may know who mean to harm them	
	Becoming aware at a very early age that they need to keep safe	
	Reduce sexual abuse and the impact of unsafe behaviours and practices with young learners	
	Understanding the risks involved in not seeing risks and threats	
	Knowing that they have the right to safe homes, schools and communities	
	Learning communication skills that will help protect them when confronted by adults who mean to harm them	
	Being taught key messages throughout their young lives that will help them keep safe	
	Increase awareness and establish understanding of safe behaviours in young learners	
	Increase the number of at-risk- learners reporting of sexual abuse	

ANNEXURE 6: QUESTION 3

How will Scripted Lesson Plans (SLPs) facilitate teaching CSE in Life-Skills CAPs in the early grades?

Scripted lesson plans (SLPs) are aligned with the CAPS in terms of what and when topics in Life-Skills are to be taught, what needs to be assessed, what teaching approaches and methods can be used, which resources will support teaching and learning, and even suggest how to manage learner feedback in the classroom. They have structured activities that guide the teacher so that the intended learning objectives or outcomes are met.

The SLPs focus on the knowledge (content), values and attitudes as well as the skills that need to be developed in learners in the Foundation Phase. The format of the SLP is aligned to the Annual Teaching Plan, which must be taught in each term, each grade and for the whole phase.

Here is the format and content of an exemplar SLP.

Tick which feature of the SLP you think would be useful to you if you were to teach the activities.

Grade	1		
Term	3		From the ATP
Lesson	2		
Life-Skills Study Area	Beginning Knowledge and Personal and Social Well-being		Key focus area in Life-Skills
CAPS Topic(s)	Keeping my body safe		Key concept in CAPS
CAPS Subtopics	Personal safety		From CAPS
Link to other Subtopics in CAPS	Safety rules Rights and responsibilities		Shows links with Life-Skills content in other sub-topics
Link to other Life Skill Study areas in CAPS	Creative Arts - Performance Improvise and interpret Choosing and making own movement / sentences to interpret a theme of the story Dramatising a make-believe situation based on a story guided by teacher		Shows how content in the other study areas of Life-Skills Teaching values & attitudes Expressing emotions (journal)
This lesson will deal with the following	Dealing with body safety using a dramatic performance that speaks to body safety rules		Shows key content to be dealt with
Concepts	Self-respect Respect for others Right to privacy Personal Safety : good touch, bad touch, personal rules and personal space		Concepts that are to be taught
Teaching methodologies	Participatory and Interactive Whole class Small groups		Links best teaching approach and methods to teach the content
Activities	Activity 1: Read Aloud Activity 2: Group presentations		Different activities structured to facilitate teaching
Assessment	Form of assessment	Assessment Activity/ies	Assessment tasks and forms are provided to help assess learner performance
	Question and answer - comprehension, oral presentation, performance	Dramatisation Storytelling Keep a journal of experiences/ thoughts/ feelings	
Teaching Resources	Storybook Big Book: My body is my body		Resources to assist teaching and learning
Integration with other subjects	Languages: LoLT and FAL Listening and speaking Reading and Viewing Writing (journal)		SE content Can be integrated into other subject content
Time	30 minutes		
Homework	Retell the story to your siblings and get them to do the performance with you.		For consolidation and wrap up.

ANNEXURE 7: QUESTION 4

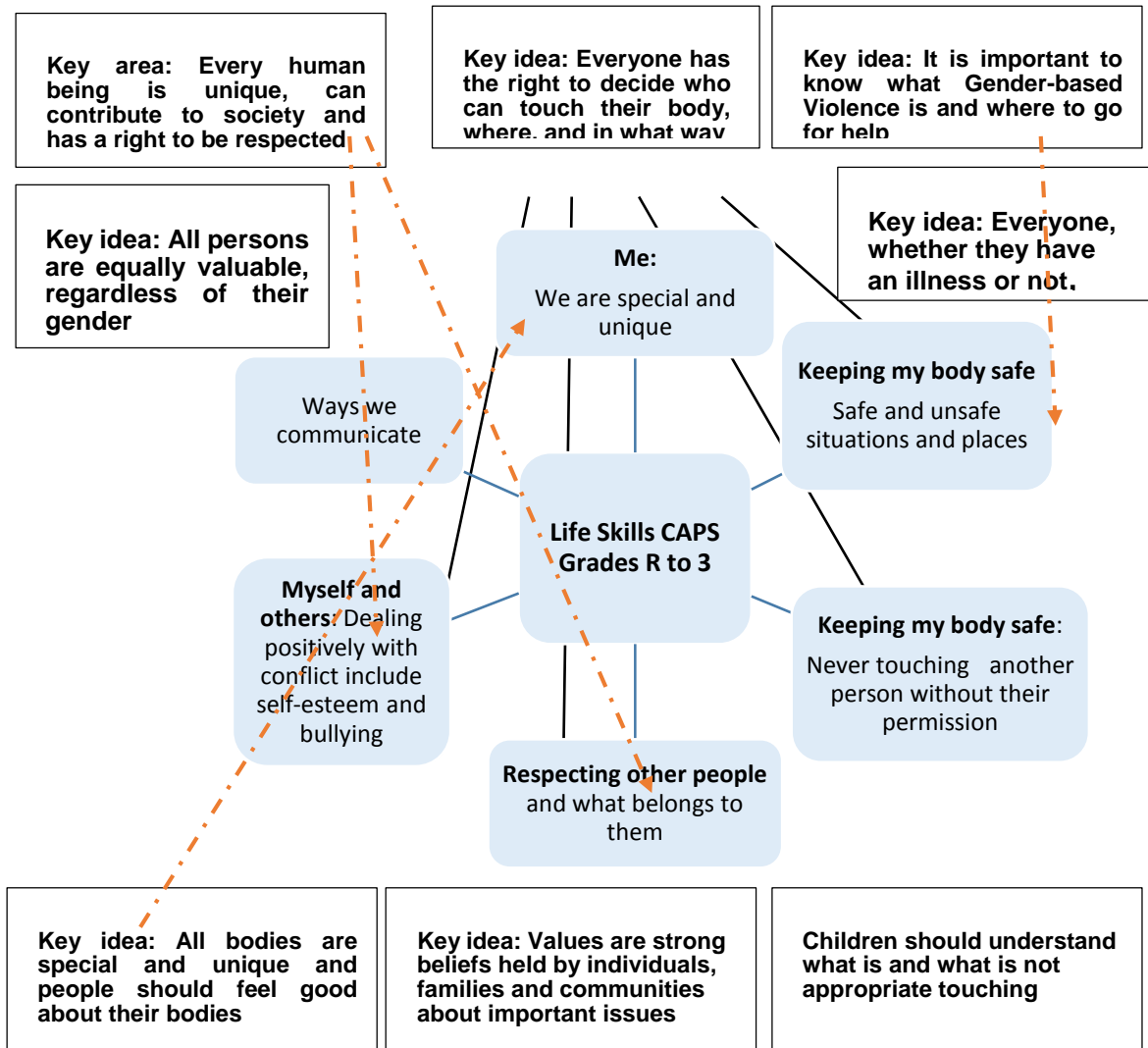
How can the CSE content in the ITGSE be aligned to the early grade Life-Skills curriculum?

The International Technical Guidance on Sexuality Education (UNESCO, 2018) is a guideline for developing a Sexuality Education curriculum. It provides key concepts, topics and learning objectives for specific age groups, which countries or institutions could use to develop their own Sexuality Education curriculum.

In South Africa we have **ONE** curriculum called the Curriculum and Assessment Policy Statement (CAPS), which provides topics, sub-topics and concepts to be taught for each grade. For this reason, South Africa does not need a separate curriculum. Teachers need specification of the content that needs to be taught for Sexuality Education. For this reason, the alignment between CAPS and the ITGSE was done so that we align the content that stands within CAPS.

Draw lines that link the content in the ITGSE and CAPS so that you show how you think concepts are aligned. You can draw as many links as you can see:

See an example done in the dotted line.



ANNEXURE 8: LINK TOPICS IN ITGSE WITH BROAD TOPICS AND SUB-TOPICS OF CAPS

STEP ONE: Highlight the content that is familiar to you in CAPS

- Participants are given all the topics in the ITGSE and key ideas are unpacked for what content they include.
- Common terms from CAPS
- Show possible conceptual progression from term to term and from grade to grade
- Select random topics for participants. The content is too extensive to be completed by one participant in one discussion session.

TOPIC 1: RELATIONSHIPS

1.1. Families	1.2. Friendship, Love and Romantic Relationships	1.3. Tolerance, Inclusion and Respect	1.4. Long-term Commitments and Parenting
<p>Key idea: There are many different kinds of families that exist around the world</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe different kinds of families (e.g. two-parent, single-parent, child-headed; guardian-headed, extended, nuclear, and non-traditional families) (knowledge); ▶ express respect for different kinds of families (attitudinal); ▶ demonstrate ways to show respect for different kinds of families (skill). <hr/> <p>Key idea: Family members have different needs and roles</p> <p>Learners will be able to:</p>	<p>Key idea: There are different kinds of friendships</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define a friend (knowledge); ▶ value friendships (attitudinal); ▶ Recognize that gender, disability or someone's health does not get in the way of becoming friends (attitudinal); ▶ develop a diversity of friendships (skill). <hr/> <p>Key idea: Friendships are based on trust, sharing, respect, empathy and solidarity</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe key components of friendships (e.g. trust, sharing, 	<p>Key idea: Every human being is unique, can contribute to society and has a right to be respected</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe what it means to treat others with fairness, equality, dignity and respect (knowledge); ▶ identify examples of ways that all human beings can contribute to society regardless of their differences (knowledge); ▶ list ways that making fun of people is harmful (knowledge); ▶ recognize that all people are unique and valuable and have a right to be treated with dignity and respect (attitudinal); ▶ demonstrate ways to show tolerance, inclusion and respect for others (skill). 	<p>Key idea: There are different family structures and concepts of marriage</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the concepts of 'family' and 'marriage' (knowledge); ▶ list different ways that people might get married (e.g. choose their marriage partners or have arranged marriages) (knowledge); ▶ recall that some marriages end in separation, divorce and/or death (knowledge); ▶ acknowledge that even though family structures and ways that people might get married might differ, they are all valuable (attitudinal).

<ul style="list-style-type: none"> ▶ identify the different needs and roles of family members (knowledge); ▶ appreciate how family members take care of each other in many ways, although sometimes they may not want to or be able to (attitudinal); ▶ communicate their needs and role within the family (skill). <hr/> <p>Key idea: Gender inequality is often reflected in the roles and responsibilities of family members</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ list differences in roles and responsibilities of men and women within the family (knowledge); ▶ describe ways that these differences can affect what each can and cannot do (knowledge); ▶ perceive that gender inequality impacts the roles and responsibilities within the family (attitudinal); ▶ reflect on their own role and their feelings about men's and women's roles and responsibilities within the family 	<p>respect, support, empathy and solidarity) (knowledge);</p> <ul style="list-style-type: none"> ▶ propose to build friendships based on key components of friendships (attitudinal); ▶ demonstrate ways to show trust, respect, understanding, and to share with a friend (skill). <hr/> <p>Key idea: Relationships involve different kinds of love (e.g. love between friends, love between parents, love between romantic partners) and love can be expressed in many different ways</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ identify different kinds of love and ways that love can be expressed (knowledge); ▶ acknowledge that love can be expressed in different ways (attitudinal); ▶ express love within a friendship (skill). <hr/> <p>Key idea: There are healthy and unhealthy relationships</p> <p>Learners will be able to:</p>		
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<p>(skill).</p> <hr/> <p>Key idea: Family members are important in teaching values to children</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define what values are (knowledge); ▶ list values that they and their families care about (knowledge); ▶ acknowledge that family members' values affect children's values (attitudinal); ▶ express a personal value (skill). 	<ul style="list-style-type: none"> ▶ list characteristics of healthy and unhealthy relationships (knowledge); ▶ define good touch and bad touch (knowledge); ▶ perceive that there are healthy and unhealthy friendships (attitudinal); ▶ develop and maintain healthy friendships (skill). 		
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TOPIC 2: VALUES, RIGHTS, CULTURE AND SEXUALITY

2.1. Values and Sexuality	2.2. Human Rights and Sexuality	2.3. Culture, Society and Sexuality
<p>Key idea: Values are strong beliefs held by individuals, families and communities about important issues</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define values (knowledge); ▶ identify important personal values such as equality, respect, acceptance and tolerance (knowledge); ▶ explain ways that values and beliefs guide decisions about life and relationships (knowledge); ▶ recognize that individuals, peers, families and communities may have different values (attitudinal); ▶ share a value that they hold (skill). 	<p>Key idea: Everyone has human rights</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define human rights (knowledge); ▶ acknowledge that everyone has human rights and that these should be respected (attitudinal); ▶ express support for people's human rights (skill). 	<p>Key idea: There are many sources of information that help us learn about ourselves, our feelings and our bodies</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ list sources of information that help them understand themselves, their feelings and their bodies (e.g. families, individuals, peers, communities, media - including social media) (knowledge); ▶ acknowledge that the values and beliefs we learn from families and communities guide our understanding of ourselves, our feelings and our bodies (attitudinal); ▶ identify a trusted adult and demonstrate how they would ask questions they may have about their feelings and their body (skill).

TOPIC 3: UNDERSTANDING GENDER

3.1. The Social Construction of Gender and Gender Norms	3.2. Gender Equality, Stereotypes and Bias	3.3. Gender-based Violence
<p>Key idea: It is important to understand the difference between biological sex and gender</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define gender and biological sex and describe how they are different (knowledge); ▶ reflect on how they feel about their biological sex and gender (skill). 	<p>Key idea: All persons are equally valuable, regardless of their gender</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ identify how people may be treated unfairly and unequally because of their gender (knowledge); 	<p>Key idea: It is important to know what GBV is and where to go for help</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge);

<p>Key idea: Families, individuals, peers and communities are sources of information about sex and gender</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ identify sources of information about sex and gender (knowledge); ▶ acknowledge that perceptions about sex and gender are influenced by many different sources (attitudinal). 	<ul style="list-style-type: none"> ▶ describe ways to make relationships between genders more fair and equal in their home, school and communities (knowledge); ▶ recognize that unfair and unequal treatment of people of different genders is wrong and against their human rights (attitudinal); ▶ recognize that it is important to respect the human rights of others, regardless of differences in gender (attitudinal). 	<ul style="list-style-type: none"> ▶ understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence (knowledge); ▶ acknowledge that all forms of GBV are wrong (attitude); ▶ identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill).
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TOPIC 4: VIOLENCE AND STAYING SAFE

4.1. Violence	4.2. Consent, Privacy and Bodily Integrity	4.3. Safe Use of Information and Communication Technologies (ICTs)
<p>Key idea: It is important to be able to recognize bullying and violence, and understand that these are wrong</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define teasing, bullying and violence (knowledge); ▶ acknowledge that bullying and violence are wrong, and are never the victim's fault, including violence that is carried out by a family member or other adult (attitudinal); ▶ demonstrate safe actions that they can take to respond to bullying or violence among their peers (skill). 	<p>Key idea: Everyone has the right to decide who can touch their body, where, and in what way</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the meaning of 'body rights' (knowledge); ▶ identify which parts of the body are private (knowledge); ▶ recognize that everyone has 'body rights' (attitudinal); ▶ demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill); 	<p>Key idea: The Internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people, including children, at risk of harm</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe what the Internet and social media are (knowledge); ▶ list benefits and potential dangers of the Internet and social media (knowledge); ▶ appreciate the Internet and social media while recognizing that they can be unsafe (attitudinal); ▶ identify and demonstrate ways to talk to a trusted adult if something they have done or seen on the Internet or social media makes them feel uncomfortable or scared

<p>Key idea: It is important to be able to recognize child abuse and understand that this is wrong</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define child abuse including sexual abuse and online child sexual exploitation (knowledge); ▶ acknowledge that child abuse violates a child's rights, and is never the victim's fault, including child sexual abuse that is carried out by an adult, someone known and trusted, or even a family member (attitudinal); ▶ demonstrate actions they can take if an adult tries to sexually abuse them (e.g. say 'no' or 'go away', and talk to a trusted adult) (skill); ▶ identify parents/guardians or trusted adults and demonstrate how to communicate mistreatment if they are being abused (skill). 	<ul style="list-style-type: none"> ▶ identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill). 	<p>(skill).</p>
<p>Key idea: It is important to understand that violence between parents or romantic partners is wrong</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ recognize types of violence that can take place between parents or romantic partners (e.g. physically hurting, saying mean things, or forcing the partner to do something) (knowledge); ▶ recognize that violence between parents or romantic partners is wrong (attitudinal); ▶ identify and describe how they would approach a trusted adult for support if they are seeing this type of violence in their family (skill). 		

TOPIC 5: SKILLS FOR HEALTH AND WELL BEING

5.1. Norms and Peer Influence on Sexual Behaviour	5.2. Decision-making	5.3. Communication, Refusal and Negotiation Skills
<p>Key idea: Peer influence can exist in different ways and be good or bad</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define peer pressure (knowledge); ▶ describe examples of good and bad peer influence (knowledge); ▶ perceive that peer influence can be good and bad (attitudinal); ▶ demonstrate ways to counter peer pressure (skill); ▶ model a positive behaviour that could influence peers (skill). 	<p>Key idea: Everyone deserves to make their own decisions and all decisions have consequences</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe a decision that they made and are proud of (knowledge); ▶ identify examples of decisions that they or others have made that had either good or bad consequences (knowledge); ▶ acknowledge that sometimes children and young people may need help from parents/guardians or trusted adults to make certain decisions (attitudinal); ▶ demonstrate understanding of circumstances that can help them make a good decision (skill); ▶ identify a parent/guardian or trusted adult who can help them make good decisions (skill). 	<p>Key idea: Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ identify different types of communication (including verbal and non-verbal communication) (knowledge); ▶ identify the difference between healthy communication and unhealthy communication (knowledge); ▶ list the benefits of healthy communication between parents/guardians or trusted adults and children, and between friends and others (knowledge); ▶ recall how clearly communicating ‘yes’ and ‘no’ protects one’s privacy and bodily integrity, and is a central part of building happy relationships (knowledge); ▶ acknowledge that all people have the right to express themselves (attitudinal); ▶ demonstrate verbal and non-verbal communication and ways to say ‘yes’ and ‘no’ (skill). <p>Key idea: Gender roles can affect communication between people</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ recall examples of gender roles (knowledge).

		▶ acknowledge that gender roles can affect communication between people (attitudinal).
5.4. Media Literacy and Sexuality	5.5. Finding Help and Support	
<p>Key idea: There are different forms of media, which present information that may be correct or incorrect</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ list different forms of media (e.g. radio, television, books, newspapers, the Internet and social media) (knowledge); ▶ discuss examples of information provided through media that is either true or false (knowledge); ▶ acknowledge that not all information provided by media is true (attitudinal); ▶ demonstrate awareness of how they view information provided through different forms of media (skill). 	<p>Key idea: Friends, family, teachers, religious leaders and community members can and should help each other</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe what is meant by a trusted adult (knowledge); ▶ describe specific ways in which people can help each other (knowledge); ▶ acknowledge that all people have the right to be protected and supported (attitudinal); ▶ demonstrate ways to seek out and ask a trusted adult for help (skill). 	

TOPIC 6: THE HUMAN BODY AND DEVELOPMENT

6.1. Sexual and Reproductive Anatomy and Physiology	6.2. Reproduction	6.3. Puberty	6.4. Body image
<p>Key idea: It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ identify the critical parts of the internal and external genitals 	<p>Key idea: A pregnancy begins when an egg and sperm unite and implant in the uterus</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the process of reproduction – specifically that a sperm and egg must both join and then implant in the uterus 	<p>Key idea: Puberty is a time of physical and emotional change that happens as children grow and mature</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define puberty (knowledge); 	<p>Key idea: All bodies are special and unique and people should feel good about their bodies</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ recall that all bodies are special and unique (knowledge);

<p>and describe their basic function (knowledge);</p> <ul style="list-style-type: none"> ▶ recognize that being curious about one's body, including the genitals, is completely normal (attitudinal); ▶ practise asking and responding to questions about body parts that they are curious about (skill). <hr/> <p>Key idea: Everyone has a unique body that deserves respect, including people with disabilities</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ identify ways that men's, women's, boys', and girls' bodies are the same; the ways they are different; and how they can change over time (knowledge); ▶ explain that all cultures have different ways of seeing people's bodies (knowledge); ▶ acknowledge that everyone's body deserves respect, including people with disabilities (attitudinal); ▶ express things that they like about their body (skill). 	<p>for a pregnancy to begin (knowledge).</p> <hr/> <p>Key idea: Pregnancy generally lasts for 40 weeks and a woman's body undergoes many changes during the span of a pregnancy</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the changes that a woman's body undergoes during the duration of a pregnancy (knowledge); ▶ express how they feel about the changes that a woman's body undergoes during pregnancy (skill). 	<ul style="list-style-type: none"> ▶ understand that growing up involves physical and emotional changes (knowledge); ▶ acknowledge that puberty is a normal and healthy part of adolescence (attitudinal). 	<ul style="list-style-type: none"> ▶ explain what it means to have pride for one's body (knowledge); ▶ appreciate one's body (attitudinal); ▶ express how they feel about their body (skill).
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TOPIC 7: SEXUALITY AND SEXUAL BEHAVIOUR

7.1. Sex, Sexuality and the Sexual Life Cycle	7.2. Sexual Behaviour and Sexual Response
<p>Key idea: It is natural for humans to enjoy their bodies and being close to others throughout their lives</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people (knowledge); ▶ understand that there are many words to describe physical feelings, and some are related to showing feelings for and being close to others (knowledge); ▶ recognize that there are appropriate and inappropriate language and behaviours related to how we express our feelings for and closeness to others (attitudinal). 	<p>Key idea: People can show love for other people through touching and intimacy</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ state that people show love and care for other people in different ways, including kissing, hugging, touching, and sometimes through sexual behaviours (knowledge). <hr/> <p>Key idea: Children should understand what is and what is not appropriate touching</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define ‘good touch’ and ‘bad touch’ (knowledge); ▶ recognize that there are some ways of touching children that are bad (attitudinal); ▶ demonstrate what to do if someone is touching them in a bad way (skill).

TOPIC 8: SEXUAL AND REPRODUCTIVE HEALTH

8.1. Pregnancy and Pregnancy Prevention	8.2. HIV and AIDS Stigma, Treatment, Care and Support	8.3. Understanding, Recognizing and Reducing the Risk of STIs, including HIV
<p>Key idea: Pregnancy is a natural biological process and can be planned</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ recall that pregnancy begins when egg and sperm unite and implant in the uterus (knowledge); 	<p>Key idea: People living with HIV have equal rights and live productive lives</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ state that with the right care, treatment and support, people living with HIV are able to live fully productive lives and to have their own children if they wish to (knowledge); ▶ recognize that people living with HIV have the right to equal love, respect, care and 	<p>Key idea: The immune system protects the body from illness and helps people stay healthy</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the concepts of ‘health’ and ‘illness’ (knowledge); ▶ explain that humans have an immune system that protects them from illness (knowledge);

<ul style="list-style-type: none"> ▶ explain that pregnancy and reproduction are natural biological process, and that people can plan when to get pregnant (knowledge); ▶ explain that all children should be wanted, cared for and loved (attitude); ▶ recognise that not all couples have children (knowledge). 	<p>support (and timely treatment) as everyone (attitudinal).</p> <hr/> <p>Key idea: There are effective medical treatments that can help people living with HIV</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ state that there are effective medical treatments that, with care, respect and support, people living with HIV can now take to manage their condition (knowledge). 	<ul style="list-style-type: none"> ▶ list ways people can try to protect their health (knowledge). <hr/> <p>Key idea: People can have an illness and look healthy</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ recall that even though someone has an illness they can still look and feel healthy (knowledge). <hr/> <p>Key idea: Everyone, whether they have an illness or not, needs love, care and support</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe how people need love, care and support, regardless of their health status (knowledge).
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ANNEXURE 9: CONCEPT MAPPING FOR EARLY GRADES

To demonstrate the links in concepts between CAPS concepts and those of the ITGSE, participants were taken through a “concept mapping” process. A grid of concepts was prepared. Participants were given a second grid of concepts that came from the ITGSE. The participants were asked to make links with the content from the two grids (**Annexure 5**).

Aligning Life-Skills topics and sub-topics with ITGSE themes

The ITGSE provides a structure against which the SLPs can be developed. There are six key concepts around which the topics and their learning objectives are defined:

Topics & Sub-topics in CAPS	Themes from ITGSE
Beginning knowledge	1. Relationships;
Personal and Social Well-being	2. Values, attitudes and skills;
Creative Arts	3. Culture, society and human rights;
Physical Education	4. Human development;
	5. Sexual behaviour
	6. Sexual and reproductive health

The topics and learning objectives of the ITGSE will be mapped against the topics and subtopics in CAPS. The Foundation Phase Annual Teaching Plan (ATP) for Life-Skills provide the outcomes, content and assessment for each grade.

Step 1: Choose a grade that you would want to work with for this activity.

Step 2: Identify which TOPICS AND LEARNING OBJECTIVES in the ITGSE reflects content in the CAPS for the grade you chose. This will give an overview of how broad CSE topics and content can be seen in Life-Skills CAPS.

Step 3: The CAPS topics and related content has been broadly linked to the key areas in the ITGSE. Now look at CONCEPTs in Life-Skills CAPS that you can identify in the ITGSE content for your grade.

This concept mapping will guide initial planning of concept mapping for activity development.

What would an SLP need to include to complete teaching, learning and assessment:

- Plan of activities and the selection of content for activities
 - integration planned with other subjects;
 - assessment tasks for each activity: assessment forms, assessment types,
 - teaching methods and “hints”
 - resources required
- consolidation opportunities

ANNEXURE 10: STEP TWO - EXEMPLAR MAPPING OF CAPS CONCEPTS WITH KEY IDEAS IN ITGSE

- Show possible linkages between CAPS topics and concepts with the Sexuality education topics from the key topics in the ITGSE.
- Do mapping for two terms for each grade only to show your understanding of concept mapping, progression of content and concept links

GRADE R

	Beginning knowledge and Personal well-being	Creative Arts	Physical Education	Sexuality Education concepts
Term 1	<p>Topic: My body</p> <ul style="list-style-type: none"> • Identify and name body parts - include how many of each • Functions of different body parts • Good and bad touches • What are good attitudes to have about respecting own and someone else's body • Identify kinds of abuse • Understand why it is wrong to abuse someone else physically 			<p>Key idea: It is important to know what GBV is and where to go for help</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge); ▶ understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence (knowledge); ▶ acknowledge that all forms of GBV are wrong (attitude); ▶ identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including

				violence in or around school (skill).
	<p>Safe habits at school</p> <ul style="list-style-type: none"> • Discuss school as a safe place • Identify safe behaviours for school • Identify different threats to personal safety • Setting rules for a safe classroom 			<p>Key area: Every human being is unique, can contribute to society and has a right to be respected</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe what it means to treat others with fairness, equality, dignity and respect (knowledge); ▶ identify examples of ways that all human beings can contribute to society regardless of their differences (knowledge); ▶ list ways that making fun of people is harmful (knowledge); ▶ recognize that all people are unique and valuable and have a right to be treated with dignity and respect (attitudinal); ▶ demonstrate ways to show tolerance, inclusion and respect for others (skill).

<p>Term 2</p>	<p>Topic: Safety</p> <ul style="list-style-type: none"> • How to be safe at home • Safe places to play • Unsafe places to play • Being safe on the road 			<p>Children should understand what is and what is not appropriate touching</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define ‘good touch’ and ‘bad touch’ (knowledge); ▶ recognize that there are some ways of touching children that are bad (attitudinal); ▶ demonstrate what to do if someone is touching them in a bad way (skill).
	<p>Keeping my body safe:</p> <ul style="list-style-type: none"> • Discuss ways to keep safe • Set up safety rules for school, home, friends • identify safe behaviours • identify and discuss bullying and violence (include gender-related issues) 			<p>Key idea: All bodies are special and unique and people should feel good about their bodies</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ recall that all bodies are special and unique (knowledge); ▶ explain what it means to have pride for one’s body (knowledge); ▶ appreciate one’s body (attitudinal); ▶ express how they feel about their body (skill).

				<p>: It is important to be able to recognize bullying and violence, and understand that these are wrong</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define teasing, bullying and violence or violence among their peers (skill).
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GRADE 1

	Beginning knowledge and Personal well-being	Creative Arts	Physical Education	Sexuality Education concepts
Term 1	<p>Topic: Me</p> <ul style="list-style-type: none"> - Personal details - such as name, address, family etc - We are special and unique 	<p>Create in 2d:</p> <p>Paint own portrait adding features - yes, ears, nose and mouth; discuss features on the head, shape, colour and line</p>		<p>Key area: Every human being is unique, can contribute to society and has a right to be respected</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe what it means to treat others with fairness, equality, dignity and respect (knowledge); ▶ identify examples of ways that all human beings can contribute to society regardless of their differences (knowledge);

				<ul style="list-style-type: none"> ▶ list ways that making fun of people is harmful (knowledge); ▶ recognize that all people are unique and valuable and have a right to be treated with dignity and respect (attitudinal); ▶ demonstrate ways to show tolerance, inclusion and respect for others (skill).
Term 2	<p>Safety in the home:</p> <p>Home environment</p> <p>Outside areas: community, playground,</p>			<p>Children should understand what is and what is not appropriate touching</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define 'good touch' and 'bad touch' (knowledge); ▶ recognize that there are some ways of touching children that are bad (attitudinal); ▶ demonstrate what to do if someone is touching them in a bad way (skill).
	<p>Keeping my body safe</p> <p>Safe and unsafe situations and places - such as waiting for transport, alone in shopping areas</p>			<p>Key idea: It is important to know what GBV is and where to go for help</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define GBV and recognize that it can take place in different locations (e.g. school,

				<p>home or in public) (knowledge);</p> <ul style="list-style-type: none"> ▶ understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence (knowledge); ▶ acknowledge that all forms of GBV are wrong (attitude); ▶ identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill).
	<p>Keeping my body safe: 'Yes' and 'No' feelings</p>			<p>Key idea: Values are strong beliefs held by individuals, families and communities about important issues</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define values (knowledge); ▶ identify important personal values such as equality, respect, acceptance and tolerance (knowledge); ▶ explain ways that values and beliefs guide decisions about life and

				<p>relationships (knowledge);</p> <ul style="list-style-type: none"> ▶ recognize that individuals, peers, families and communities may have different values (attitudinal); ▶ share a value that they hold (skill).
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GRADE 2

	Beginning knowledge and Personal well-being	Creative Arts	Physical Education	Sexuality Education concepts
Term 1	<p>Myself and others:</p> <p>Dealing positively with conflict include self-esteem and bullying</p>			<p>Key idea: It is important to be able to recognize bullying and violence, and understand that these are wrong</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define teasing, bullying and violence (knowledge); ▶ acknowledge that bullying and violence are wrong, and are never the victim's fault, including violence that is carried out by a family member or other adult (attitudinal); ▶ demonstrate safe actions that they can take to respond to bullying or

				violence among their peers (skill).
Term 3	<p>People who help us:</p> <p>People who help us in our community - such as clinic nurse, after-care teacher, librarian</p>			<p>Key idea: There are many sources of information that help us learn about ourselves, our feelings and our bodies</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ list sources of information that help them understand themselves, their feelings and their bodies (e.g. families, individuals, peers, communities, media - including social media) (knowledge); ▶ acknowledge that the values and beliefs we learn from families and communities guide our understanding of ourselves, our feelings and our bodies (attitudinal); ▶ identify a trusted adult and demonstrate how they would ask questions they may have about their feelings and their body (skill).

	<p>People who help us: how I ask for help in an emergency Who to contact What information to give</p>			<p>Key idea: It is important to know what GBV is and where to go for help</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge); ▶ understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence (knowledge); ▶ acknowledge that all forms of GBV are wrong (attitude); ▶ identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill).
	<p>Ways we communicate Writing - include writing a letter or card and posting it</p>			<p>Key idea: Everyone has the right to decide who can touch their body, where, and in what way</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe the meaning of 'body rights' (knowledge);

				<ul style="list-style-type: none"> ▶ identify which parts of the body are private (knowledge); ▶ recognize that everyone has 'body rights' (attitudinal); ▶ demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill); ▶ identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).
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GRADE 3:

	Beginning knowledge and Personal well-being	Creative Arts	Physical Education	Sexuality Education concepts
Term 1	<p>Feelings</p> <p>Things that make me happy and things that make me sad</p> <p>Recognising feelings - such as anger, fear, worry, loneliness</p>			<p>Key idea: All bodies are special and unique and people should feel good about their bodies</p> <p>Learners will be able to:▶ recall that all bodies are special and unique (knowledge);</p>

	<p>Good ways to express what we feel</p>			<ul style="list-style-type: none"> ▶ explain what it means to have pride for one's body (knowledge); ▶ appreciate one's body (attitudinal); ▶ express how they feel about their body (skill).
	<p>Keeping my body safe</p> <p>We are not safe with everyone</p> <p>Rules to keep my body safe</p> <p>Trusting 'Yes' and 'No' feelings</p>			<p>Key idea: Values are strong beliefs held by individuals, families and communities about important issues</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define values (knowledge); ▶ identify important personal values such as equality, respect, acceptance and tolerance (knowledge); ▶ explain ways that values and beliefs guide decisions about life and relationships (knowledge); ▶ recognize that individuals, peers, families and communities may have different values (attitudinal); ▶ share a value that they hold (skill). <p>Key idea: Everyone deserves to make their own decisions and all</p>

				<p>decisions have consequences</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe a decision that they made and are proud of (knowledge); ▶ identify examples of decisions that they or others have made that had either good or bad consequences (knowledge); ▶ acknowledge that sometimes children and young people may need help from parents/guardians or trusted adults to make certain decisions (attitudinal); ▶ demonstrate understanding of circumstances that can help them make a good decision (skill); ▶ identify a parent/guardian or trusted adult who can help them make good decisions (skill).
	<p>Keeping my body safe:</p> <p>How to say 'No' to any form of abuse</p> <p>How to report abuse</p>	<p>Improvise and interpret:</p> <p>Role play with beginning, middle, end using stimulus e.g. South African poem, story, song or picture</p>		<p>Key ideas: It is important to be able to recognize bullying and violence, and understand that these are wrong</p>

				<p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define teasing, bullying and violence (knowledge); ▶ acknowledge that bullying and violence are wrong, and are never the victim's fault, including violence that is carried out by a family member or other adult (attitudinal); ▶ demonstrate safe actions that they can take to respond to bullying or violence among their peers (skill).
	<p>Rights and responsibilities</p> <p>Learners' rights and responsibilities Rights and responsibilities of others</p> <p>At home</p> <p>At school</p> <p>In our community</p>			<p>Key idea: It is important to know what GBV is and where to go for help</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge); ▶ understand that our ideas about gender and gender stereotypes can affect how we treat other people, including

				<p>discrimination and violence (knowledge);</p> <ul style="list-style-type: none"> ▶ acknowledge that all forms of GBV are wrong (attitude); ▶ identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill). <p>Key idea: Everyone, whether they have an illness or not, needs love, care and support</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ▶ describe how people need love, care and support, regardless of their health status (knowledge).
Term 4	<p>Link to DBE Campaign for 16 Days of Activism against women and children as well as World Aids Day</p> <p>Types of disaster: Other phenomena</p>	<p>Create in 3D:</p> <p>Teach craft technique of papier maché: create objects by pasting, cutting, tearing, smoothing,</p> <p>Art elements: texture, shape/form</p>		<p>Key idea: Everyone has the right to decide who can touch their body, where, and in what way</p> <p>Learners will be able to:▶</p> <ul style="list-style-type: none"> describe the meaning of 'body rights' (knowledge); ▶ identify which parts of the body are private (knowledge);

				<ul style="list-style-type: none">▶ recognize that everyone has 'body rights' (attitudinal);▶ demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill);▶ identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).
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ANNEXURE 11: PLANNING FORMAT ALIGNED TO THE ANNUAL TEACHING PLAN

Annexure 11 proposed the template and notes on what each section would include that would guide classroom teaching and provided a planning format. The format compiled all the different aspects discussed with participants in Theme 1 and organised the format against the format in the Annual Teaching Plan.

STRUCTURE OF THE CSE SLP IN THE FOUNDATION PHASE

LESSON Number XXX

SLP Title: XXXXX

KEY MESSAGES:

One or more of the core messages (based on the selected behaviour targeted) can be linked to the content selected for the activities in the SLP.

BRIEF LESSON SUMMARY

Write up what the SLP focuses on. Provide a short, succinct overview of all the activities in the SLP. These will be edited when the final SLPs are being done. Changes to activities will affect what is written into the summaries.

BREAKDOWN OF ACTIVITIES IN THIS SLP

The purpose of the breakdown of activities is to give an “at-a-glance” view of what the SLP will focus on and shows educators the range of assessment tasks that have been included in all the activities.

The SLP has a number of activities depending on the focus of the SLP, the content, the values and attitudes, the targeted behaviour and what learning outcomes are planned.

Activities provide a profile of the assessment tasks to be used to assess learning.

Activity	Time guide	Type of assessment	Form of assessment

KEY POINTS OF SLP

Key points provide an overview of what the teacher needs to consider when dealing with the SLP.

It also serves to assist teachers on what they need to plan before they teach the SLP.

TIME ALLOCATION AND MANAGEMENT

Within the SLP an indication is given to teachers of how the time allocation is broken down for each of the activities.

Schools have different timetables so guidance is given to teachers about where the “natural breaks” are in activities so teachers can pause or plan for the next lesson.

RESOURCES/MATERIALS

The resources included consider that some schools will not be able to procure resources to support the teaching of the SLPs.

Resource lists mainly include either what teachers already have or what they can source easily.

PREPARATION FOR THE LESSON

The detailed scripting for teachers is provided as part of the lesson preparation. Detail teaching, learning and assessment steps are included for each activity.

Included is teacher methodology that best fit teaching the selected content as well as what learning styles are planned.

ASSESSMENT

An overview of the Assessment to be completed is given and the assessment tasks are detailed to include:

Assessment type, assessment form, assessment task, responses

TEACHER NOTES

The notes to the teacher gives specific information or hints that the teachers needs to consider. Additional content information to teachers to support the teaching of the content in the activities is included.

It could also include good references (of other materials) for the teacher that they could use to get a deeper understanding of any new content included in the activities.

TEACHING & LEARNING RESOURCES

These are included to direct learner activities. Not all the activities have worksheets but include other learning resources appropriate for the Foundation Phase learner.

SLP WRAP UP

This gives teacher how to close down on activities. The activities vary depending on what

HOMEWORK:

In the Foundation Phase, the homework is kept simple so that learners are able to manage to do the activity independently and consolidate learning of their own.

Developing family literacy and sharing content: Giving a homework activity could be used to send home the CSE messages that could be shared with parents and care-givers.

ANNEXURE 12: GUIDING INTEGRATION OF SEXUALITY EDUCATION IN THE FOUNDATION PHASE

CAPS Topic(s)	Use topics from CAPS to select themes or main ideas. Link to the topics in ITGSE
CAPS Subtopics	Mapped to the key ideas to content with each topic within ITGSE, selecting specific SE concepts
Link to other subjects using subtopics in CAPS	<p>Link to subtopics within other FP subjects:</p> <p>Integration of Language skills: Reading, Listening, Speaking and Writing;</p> <p>Integration into Mathematics: analysis of data, data handling, number sentences,</p> <p>There is also a skills component within each subject that can be used to map integration</p>
Activity development	<p>Activities can be developed in a way that suggests that, although they focus on SE content, teachers use them when teaching other subjects. An integrated activity will help address the time constraints of teaching within CAPS</p>
Concepts	<p>Mapping concept alignment between SE and Life-Skills concepts for activity development</p> <p>Mapping SE content with concepts from other subjects</p>
Assessment	<p>Integrate using an assessment task that could:</p> <p>Assess a number of different concepts together with assessing the SE;</p> <p>Assess only the SE content even though other content is included in the activity;</p> <p>Assess a range of competencies in other subjects linked to the content for SE that is included in the activity;</p> <p>Be used repeatedly across different activities so that content and skill is applied repeatedly</p> <p>Take an assessment task in one of the other subject that already exists in CAPS and include SE concept, so that teachers make links between teaching SE and other subject content</p>
Teaching methodologies	<p>Selecting teaching methods that show teachers how to facilitate the teaching of SE will build teacher confidence. A list of possible methods has been drafted. See attached.</p>
Time	<p>CAPS shows breakdown in weeks and terms. An SE activity could be used to target specific time in CAPS e.g. specific schedule activities like career day, 16 Days of Activism; etc</p>
Resources	<p>Resources for supporting teaching of Literacy & Numeracy have been put into schools. These include resources for group work, individual activities and application-type activities.</p>

The Annual Teaching Plan has specific features that could be used to plan integration of Sexuality Education content into CAPS subject content.

Grade	
CAPS Topic(s)	Select the topic from Life-Skills
CAPS Subtopics	Take the relevant statement from the CAPS as it stands in CAPS
Link to other subtopics in CAPS	Show links (conceptual, skills) with other subjects; integration can be with one or more subject;
This lesson will deal with the following	Write as phrases;
Concepts	List of concepts being dealt with
Teaching methodologies	List all teaching methods used in the activity.
Links with other subjects [integration]	Mathematics:
	Languages:
Time	FP has 20 min and 30min periods on their timetables. 30 mins include 10 mins of consolidation

ANNEXURE 13: EXEMPLAR GRADE 3 SCRIPTED LESSON PLAN

Participants link selected content from previous mapping activity as content for exemplar SLP. Each element of planning as per the Annual Teaching Plan was finalised from inputs.

Grade	3
Term	1
Lesson	2
Life-Skills Study Area	Beginning Knowledge and Personal Social Well Being (BKPSW)
CAPS Topic(s)	Keeping my body safe
CAPS Subtopics	We are not safe with everyone Rules to keep my body safe Trusting 'Yes' and 'No' feelings How to say 'No' to any form of abuse How to report abuse
Link to other Subtopics in CAPS	Languages: Creative writing
Link to other Life Skill Study areas in CAPS	Personal and social well-being
This lesson will deal with the following	Keeping my body safe Safe and unsafe touches Personal body safety Protect Yourself rules Disclosure of abuse
Concepts	Feelings and Emotions Respect Self-respect Privacy Personal Safety Assertiveness Empowerment
Teaching methodologies	Participatory and Interactive Whole Class discussion Small group activities Learner responses
Activities	Activity 1 Read Aloud : Safety rules Activity 2 Poem: Body safety Activity 3: Creative writing

Assessment	Form of assessment	Assessment Activity/ies
	Observation, oral, practical, written recording	Read Aloud Poem recitation Written task
Teaching Resources	Big Book, flash cards, Take Home template	
Integration with other subjects	Languages: Listening and speaking Reading and Viewing	
Time	30 minutes	

CORE MESSAGES:

- The core messages for this lesson include:
- “I have the right to be safe”
- “I will report anyone or anything that makes me feel uncomfortable or harmed”.

BRIEF LESSON SUMMARY

This is a Life-Skills Lesson based on the **Topic: Keeping my body safe** and the content is informed by the Life-Skills CAPS: Beginning Knowledge and Personal and Social Wellbeing (BKPSW) and Comprehensive Sexuality Education (CSE) focus on privacy and body rights.

This lesson will be done during the Life-Skills period that is dedicated to BKPSW.

The content focus is on the **RULES TO STAYING SAFE** and include doing reading and language activities as well as a creative writing activity. The aim of the lesson is to create awareness of right to be safe anywhere one goes and to report any incident that makes one feel uncomfortable or armed.

The activities provide opportunities to enable the learners to communicate assertively and to demonstrate how to react against bad and unsafe touches.

A Whole-class discussion is used, followed by small group discussions and individual writing task.

The topic **Keeping my body safe** is integrated with the topics of *Rights and Responsibilities* and *About Me and My Feelings*.

Breakdown of Activities in this lesson			
Activity	Time	Type of Assessment	Form of Assessment

Activity 1 : Body rules	10 minutes	Informal : Whole class	Oral and practical: Question and answer discussion
Activity 2: Poster Body safety	10 minutes	Informal : Small groups	Oral and practical: Poster Question and answer (comprehension)
Activity 3: Make “Our rules” Book (consolidation)	10 minutes	Individual activity	Write five sentences on Safe touches

Key Points

- A safe touch by an adult does not make us feel uncomfortable or hurt.
- Knowing the Protect Yourself Rules to recognise and prevent abuse.
- Distinguish between appropriate and inappropriate touching.
- You have the right to tell others not to touch your body in a way that makes you uncomfortable and confused.
- Identify people to go to for help if you are feeling unsafe and threatened.

Resources/Materials

- Chalkboard; Chalk; Poster of “Body Safety”; Flashcards; Large newsprint paper or newspaper folded so that it looks like a big book; crayons; Scissors; Stapler; Prestik

Preparation for the lesson

- It is very important that you read and familiarise yourself with the content of this lesson plan before presenting the lesson.
- For **Activity 1** of this lesson practice reading the text from **Big Book Grade 3: Title Body Rules** aloud with expression and intonation.
- Prepare the flashcards for Activity 1 – if you do not have cardboard use a recycled cardboard box

Flash card to be made:

Trust	Not my fault	Say no
Harm	Abuse	Tell a trusted adult

If you not have cardboard and a koki to make the flash cards write the words **trust, tell a trusted adult, abuse, harm, not my fault, say no** on the chalkboard.

Before the lesson write the Question of the day and the possible learner responses:

How will you keep your body safe from abuse? Make sentences from the words on the flashcards. Share your sentences with your peers.

Activity 1: Whole Class Read Aloud Session

This activity will be presented as a Read Aloud, using the **Big Book Grade 3 Title 2: Body Rules**.

- Link the text in the story with the messages of the lesson.
- Read the sentences that learners made out aloud.
- Making sentences using the words on the flash cards provides opportunities for the learners to share their own experiences and to learn to become be assertive and aware of keeping their bodies safe.

Teacher's Note

- Learners sit in a whole class group as they would for a reading lesson.
- Make sure that learners have understood the meaning of the words
- Make sure that you manage some of the more difficult personal experiences learners may have had.
- Try not to let them feel that their experiences are wrong or that they caused them or chose them.
- The learners must not feel that they are responsible if someone else has touched them inappropriately.
- Do not make the learner who had a bad touch experience feel embarrassed.
- This is an opportunity to build trust and respect amongst learners
- Create a climate of openness and acceptance.

Summarise lesson by going back to the core message and have learners say the message again.

Reading Aloud Session and whole class discussion:

Before Reading:

Teacher shows that poster to the class and asks learners to interpret the pictures used on the poster.

Teacher writes down all the new words that the learners use and this is used as spelling words for the week.

Reading the poster content

Teacher then reads the content for each of the pictures on the poster

- To test comprehension, teacher asks questions on the content read.
 - Ask learners the following. Make sure that all learners understand the responses to the questions.
- How many of you will not **keep a bad secret**. Put up your hands. Teacher will count the hands and write the number as shown in the box below
- How many of you will **tell a trusted adult**. Put up your hands.
- How many of you will **keep telling until someone believes you**. Put up your hands.

My Body Safety Rules

My body is my body and it belongs to me!

I can say, 'No!' if I don't want to kiss or hug someone.
I can give them a high five, shake their hand or blow them a kiss.
I am the boss of my body and what I say goes!



I have a Safety Network

These are five adults I trust. I can tell these people anything and they will believe me.
If I feel worried, scared or unsure, I can tell someone on my Safety Network how I am feeling and why I feel this way.



Early Warning Signs

If I feel frightened or unsafe
I may sweat a lot, get a sick tummy,
become shaky and my heart might
beat really fast.

These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



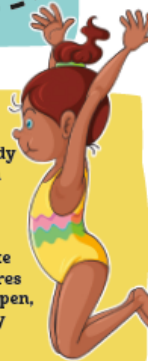
Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or unsafe, I must tell an adult on my Safety Network straightaway!



Private Parts

My private parts are the parts of my body under my bathing suit. (My mouth is a private part too.) I always call my private parts by their correct names.
No one can touch my private parts.
No one can ask me to touch their private parts. And no one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult on my Safety Network straightaway.



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[Poster

reference:

<https://static1.squarespace.com/static/50769910e4b07864e5d07147/t/5f3e63120cfa573f4f451347/1597924128277/MyBodySafetyRulesPoster-Mom.pdf>

After Reading: Whole class discussion

Teacher will ask the Question of the day to the Whole class?

How will you keep your body safe from abuse?

Teacher will show the learners the flash cards.

Ask the learners to read each word three times:

- say **trust** (3 times);
- say **tell a trusted adult** (3 times)
- say **abuse** (3 times)
- say **No my fault** (3 times)
- say **harm** (3 times);
- say **say no** (3 times)

Teacher will paste the flash cards on the board using prestik.

Activity 2: Writing sentences

For **Activity 2** learners write their group sentences using the words on the flashcards.

Each group will make sentences for each of the words

- Ask one member from each group to read their sentences to the class.
- Ask learners in the class why they think each group's sentences will help them remember the "Be safe" rules
- Each group now makes pastes their sentences on the folded newsprint or newspaper.

When all groups have pasted their sentences, teacher hangs the class "book of rules" in the front of the class.

Wrap up:

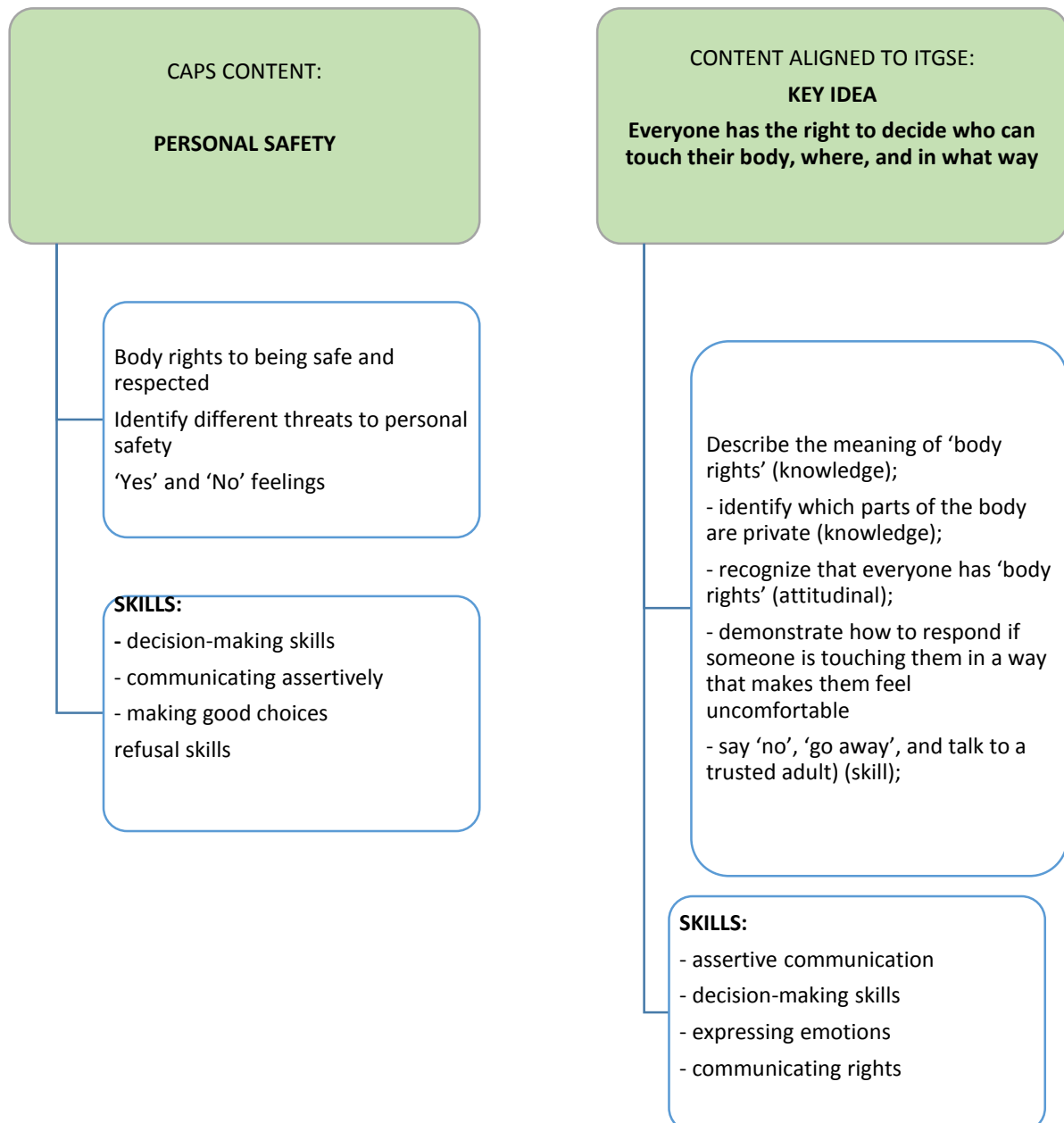
Ask learners to copy the flashcard words into the writing books.

They will share their new words with their families or care givers and write the sentences that the family makes using the flash words.

ANNEXURE 14: SUMMARY OF PARTICIPANTS RESPONSES TO MAPPING OF SKILLS AND CONTENT

Participants identified words used in the description of the content in the ATP that could be linked to the different skills.

The same was done with selected content in the ITGSE.



ANNEXURE 15: ALIGNING AND PLANNING LESSON FORMAT OF SLP WITH ANNUAL TEACHING PLAN

SLP TITLE: XXXXX

CORE MESSAGES:

One or more of the core messages inform the activities in the SLP. A core message relevant to the topic and focus of the content is selected. Participants use the “I-statement” to link to the content and are positive statements for learners to use when dealing with the Sexuality Education content:

I am unique and precious	I make choices for my body
I have the right to be safe wherever I go	I have the right to report anyone or anything that makes me feel unsafe
I will decide what makes me feel comfortable or uncomfortable	I will not be bullied nor will I bully others

BRIEF LESSON SUMMARY

Write up what the SLP focuses on. Provide a short, succinct overview of all the activities in the SLP. These will be edited when the final SLPs are being done. Changes to activities will affect what is written into the summaries.

BREAKDOWN OF ACTIVITIES IN THIS SLP

All SLPs have the following table included.

It provides a profile of the Assessment tasks that are included in the SLPs.

The purpose is to show educators the range of assessment tasks that have been included in all the activities.

Activity	Time guide	Type of assessment	Form of assessment

KEY POINTS OF SLP

This is an overview of what the teacher needs to consider when dealing with the SLP.

It also serves to assist teachers on what they need to plan before they teach the SLP.

RESOURCES/MATERIALS

The resources included consider that some schools will not be able to procure resources to support the teaching of the SLPs.

Resource lists mainly include either what teachers already have or what they can source easily.

PREPARATION FOR THE LESSON

Detail teaching, learning and assessment steps are included for each activity. This is the “scripting” that teachers will get in the SLPs.

Include teacher methodology links with learning styles.

TEACHER NOTES

Notes to the teacher draw the teacher's attention to specific information or hints that the teachers needs to consider. Use the notes to give additional content information to teachers which they may not have to support the teaching of the content in the activities. It could also include good references (of other materials) for the teacher that they could use to get a deeper understanding of any new content included in the activities.

TIME ALLOCATION AND MANAGEMENT

The SLPs have been written for 30 minutes of teaching where 20 minutes is taken for teaching and 10 minutes for consolidation. Where teaching time is longer, this is indicated to the teacher. The time allocation is done to accommodate different timetabling in schools.

WORKSHEET / ACTIVITY CARDS

These are included to direct learner activities. Not all the activities have worksheets but include other learning resources appropriate for the Foundation Phase learner.

ASSESSMENT

This is a summary / overview of the Assessment included in the whole SLP.

This will / can only be completed when the SLP is finalised.

HOMEWORK:

Homework is suggested in each activity. The kind of activity suggested varies from consolidation of work to preparation by learners for the next activity.

In the Foundation Phase, the homework is kept simple so that learners are able to manage to do the activity independently.

ANNEXURE 16: FRAMEWORK FOR THE INCLUSION OF CSE INTO PROFESSIONAL DEVELOPMENT CURRICULA

MODULE STRUCTURE FOR TEACHER DEVELOPMENT AND TRAINING FRAMEWORK

A framework for what a professional teacher development process would have utility at various levels of training that is provided across the system;

1. Any service provider or institution, like a university department or training unit that wants to draft a training programme for supporting the training of teachers and district officials on CSE implementation would be able to structure their training modules against the framework.
2. The framework could be provided to a district so that they are able to structure their training plans with schools.
3. The framework would be useful to schools to support ongoing school-based training. SMTs would use the framework to identify what they need to do ongoing training their teachers to ensure effective implementation. They could also plan to conduct training when new Life-Skills teachers are appointed and need to be trained on CSE implementation using the SLPs.

MODULES	MODULE OUTCOMES	CONTENT
1. Introduction to Comprehensive Sexuality Education (CSE)	To provide an understanding of CSE background and rationale for the inclusion of CSE within the South African curriculum	Definition of CSE Analysis of the research-base to support CSE
2. Policy context for supporting CSE in South Africa	Understanding the policies that underpin the development and implementation of CSE in the Foundation Phase	Identifying and unpacking the DBE policies related to CSE Understanding the structure and content of the ITGSE Exploring the links between health goals, risk and protective factors and determinants of a good CSE strategy for the Foundation Phase Understanding the SIAS process and ensuring inclusive approach to CSE
3. Mapping conceptual alignment between Life-Skills CAPS and the ITGSE	Exploring links with Life-Skills CAPS and the ITGSE	Concept mapping between CAPS and ITGSE across grades Mapping conceptual progression for each grade

4. The importance of school context for CSE implementation	Defining factors related to school context and its influence of focusing a CSE intervention	Identifying factors related to social, economic, environmental, cultural and human resources in the community Understand impact of school context on issues related to CSE
5. Taking a Whole-school (WS) approach to supporting CSE	Exploring methodologies and management factors related to taking a whole-school approach to implementing CSE	Mapping of processes and tools necessary for ensuring a whole-school approach to implementing CSE in the Foundation Phase Linking WS approach to learning methodologies, FP learner development phases and CAPS requirements
6. Pedagogies related to CSE	Identifying methodologies and approaches to support Foundation Phase teaching, learning and assessing of CSE	Investigating appropriate teaching and learning methods approaches and learning styles to be accommodated Identifying appropriate assessment strategies for assessing behaviours, values and attitudes
7. Strengthening classroom management	Identifying impact of CSE of classroom practice	Linking the need for appropriate resourcing in the classroom Responding to psych-social needs emerging from the implementation of CSE Strengthening referral and linkages of learners to services using the SIAS process
8. SLP development	Developing a set of age-appropriate, contextual SLPs for the Foundation Phase	Using the proposed SLP development process, draft a set of exemplar SLPs across all grades to show conceptual progression, grade appropriateness, teaching and learning resources, assessment practices and protocols and learner referral processes
9. Research-base underpinning CSE implementation	Strengthening research-base for educators to support CSE teaching and material development	Strengthen teacher research skills Develop analytical thinking with educators Strengthen monitoring and evaluation of implementation

ANNEXURE 17: SPECIFIC GUIDANCE FOR PLANNING OF THE SLP

Annexure 17 was developed from the discussion of participants by the researcher to create further discussion and agreement on detail a full SLP could contain.

LESSON PLANNING FOR EFFECTIVE TEACHING, LEARNING & ASSESSMENT		SPECIFIC GUIDANCE
Grade	1	Decide on the number of hours per grade
Term	3	From the ATP
Lesson	2	How many lessons will be developed
Life-Skills Study Area	Beginning Knowledge and Personal and Social Well-being	Select key focus area in Life-Skills
CAPS Topic(s)	Keeping my body safe	Key topic CAPS (aligned to ITGSE topics)
CAPS Subtopics	Personal safety	From CAPS
Link to other Subtopics in CAPS	Safety rules Rights and responsibilities	Shows links with Life-Skills content in other sub-topics
Link to other Life Skill Study areas in CAPS	Creative Arts - Performance Improvise and interpret Choosing and making own movement / sentences to interpret a theme of the story Dramatising a make-believe situation based on a story guided by teacher	Shows how content links with the other study areas of Life-Skills (integration)
This lesson will deal with the following	Dealing with body safety using a dramatic performance that speaks to body safety rules	Shows key content to be dealt with
Concepts	Self-respect Respect for others Right to privacy Personal Safety : good touch, bad touch, personal rules and personal space	Specific SE concepts that are to be taught
Teaching methodologies	Participatory and Interactive Whole class Small groups	Links best teaching approach and methods to teach the content
Activities	Activity 1: Read Aloud Activity 2: Group presentations	Different activities structured to facilitate teaching the SLP

Assessment	Form of assessment	Assessment Activity/ies	What is the nature of the assessment to be done
	Question and answer - comprehension, oral presentation, performance	Dramatisation Storytelling	Assessment tasks and forms are provided to help assess learner performance and guide teacher assessment
Teaching Resources	Storybook Big Book: My body is my body		Resources to assist teaching and learning; develop as part of SLP if not available
Integration with other subjects	Languages: LoLT and FAL Listening and speaking Reading and Viewing		Shows how content links with the other subjects (integration)
Time	30 minutes		Guided by FP time allocations
Homework	Retell the story to your siblings and get them to do the performance with you.		For consolidation and wrap up. Used for sensitizing parents / homes

ANNEXURE 18: USING SPECIFIC GUIDANCE TO PLAN A DRAFT SLP

The exemplar planning of a SLP using the proposed development process is shown using the template. The colour coding is only used for exemplifying the process and is mirrored in the exemplar SLP

LESSON PLANNING FOR EFFECTIVE TEACHING, LEARNING & ASSESSMENT		SPECIFIC GUIDANCE
Grade	Grade 2	Time allocation per grade based on time given in the ATP
Term		
Lesson		
	Term 3	Decide on the number of SLPs per topic to be developed
	School gender-based violence (SGBV)	
Life-Skills Study Area	Personal and social well-being -	Select key focus area in Life-Skills
CAPS Topic(s)	People who help us in our community - such as clinic nurse, after-care teacher, librarian • How different people help me • How I ask for information and assistance	Key topic CAPS (aligned to ITGSE topics) from CAPS Show the links with Life-Skills content in other sub-topics
CAPS Subtopics		
Link to other Subtopics in CAPS		
Link to other Life Skill Study areas in CAPS	Creative Arts: Poster making	Show content links with the other study areas of Life-Skills (integration)
This lesson will deal with the following	Discussion on school gender-based violence, gender harm, Observation, oral, practical tasks Creative Arts: poster making Class discussion how to report gender-based violence	Shows key content to be dealt with
Concepts	Gender Gender rules Risk and harm Violence related to gender School gender-based violence	Specific SE concepts that are to be taught

	How to report		
Teaching methodologies	Whole-class discussion		Links best teaching approach and methods to teach the content
Activities	<p>Activity 1: Class discussion - gender norms and stereotyping</p> <p>Activity 2: Written task – discussing gender norms and roles based on stereotypes</p> <p>Discuss gender neutral tasks</p>		Different activities structured to facilitate teaching the SLP
Assessment	Form of assessment	Assessment Activity/ies	Nature of the assessment
	Oral task Practical task Interview	Question and answer Create a poster	Assessment tasks and forms are provided to help assess learner performance and guide teacher assessment
Teaching Resources	Posters Reading text		Resources to assist teaching and learning; develop as part of SLP if not available
Integration with other subjects	Show teaching and learning links with other subjects		Shows how content links with the other subjects (integration)
Time	2 x 30 mins (will be taught over two periods)		Guided by FP time for Life-Skills
Homework	Interview your parents or caregiver on five things in the home that they think both boys and girls should do		For consolidation and wrap up. Used for sensitizing parents / homes