



Curtin University

PhD Candidate: Kim Andreassen (they/them)

Working Together for Relational Safety

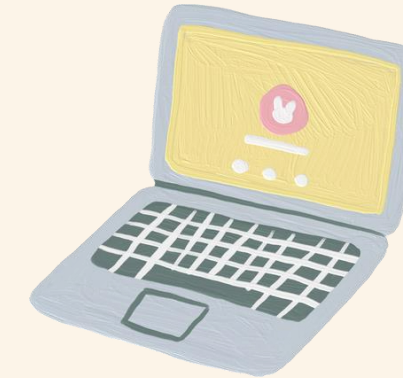
Partnerships in Inclusive Consent Education

Supervisors: AP Jacqueline Hendriks & Dr Cindy Smith

ACKNOWLEDGEMENT OF COUNTRY

I acknowledge that I live and work on Whadjuk boodja and pay respect to Elders past and present and to the Senior Knowledge Holders of this Country. I also recognise that this Country was never ceded, it is and always will be Whadjuk boodja. I acknowledge the contributions of all Aboriginal and Torres Strait Islander Australians, they hold the memories, knowledge, truth and cultures of these lands. I recognise the diverse sexualities, genders and lived experiences of Aboriginal and Torres Strait Islander Australians and their contributions to our shared learning.

TABLE OF CONTENTS



Contents

- The Problem and the PhD
- The Partnership
- Three-Dimensional Consent
- Educator and Learner Skills
- Implications and What's Next
- Conclusion

01

THE PROBLEM

Let's Do This!!

Chapter 1



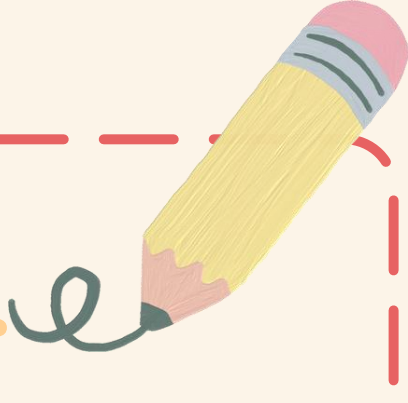
WHY ARE WE HERE?



Current Education

- Deficits in practical application of consent understanding (Waling et al., 2024)
- Risk-focused and narrow (Woodley et al., 2025)
- Not inclusive (disability, trauma, LGBTQIA+) (Andreassen et al., 2024; Frawley et al., 2023; Schaafsma et al., 2014)
- Lacking validated tools and accessible pedagogies (Bright et al., 2025)
- Affirmative consent aspects of consent linked to more pleasurable and satisfying sex (Marcantonio et al., 2026)

GAP

- 
- 
- A need for relational, inclusive, community-driven consent education
 - FOCUS: lived experience inclusion, strength-based, neurodiversity affirming
- 



WHAT IS IN YOUR SILO?

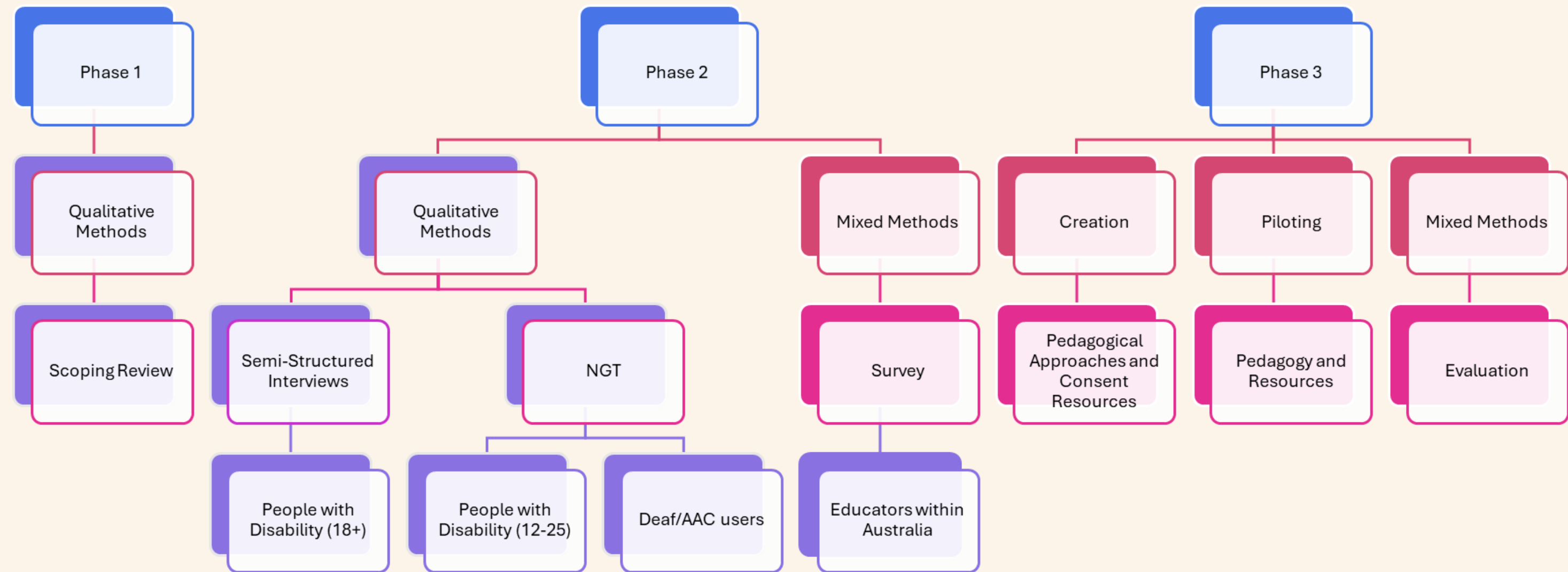
Question: Think about the last time you taught or used consent.

Who else influenced you in that space (now or in the past?)

What support do you wish you had?



PHD PLAN

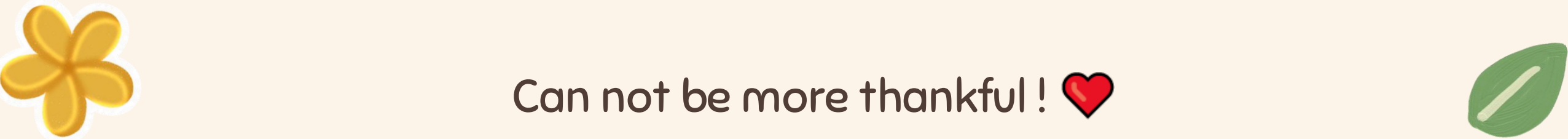




02

THE PARTNERSHIP(S)

Experts across disability, education, and/or consent who graciously give their time to a PhD student for no compensation.



Can not be more thankful ! ❤️

Curtin University Human Research Ethics Committee (HREC) has approved this study (HREC number 2025-0030).

Chapter 2

WHO WAS INVOLVED?

- Amanda Damian – We are People Too
- Anita Brown-Major – Thrive Rehab
- Camille Schloeffel – Australian Research Centre in Sex, Health and Society
- Kaylyn Thyssen – Teach Us Consent
- Eleonora Bertsa-Fuchs – Let's Talk About X
- Jenna Love – Scarlet Alliance

- Jodi Rodgers – Birds and Bees
- Jordina Quain – The RSE Project
- Kardie Whelan – Sexual Health Victoria
- Katie Bird – Consent Labs
- Kirsty Jeffery – Shine SA
- Patsie Frawley – Uni of Canberra
- Sheridan Kerr – SHFPACT
- Sofia Stavrou – Teach Us Consent
- 'Florence'*
- 'LilMil'*

*de-identified

DEMOGRAPHICS (n=13)

- Sex – Female (n = 13)
- Gender – Woman (n = 12), 1 x outside gender binary
- Ancestry:
 - European/White (n = 11)
 - Non-White (n = 2)
- Sexuality:
 - Heterosexual (n = 6)
 - Lesbian, Bisexual, Pansexual and/or Queer (n = 4)

- Age:
 - 20-39 (n = 7)
 - 40+ (n = 5)
- Working Experience:
 - School (73%)
 - Clinical (42%)
 - Community Ed (85%)
 - Research (54%)
 - People with Disability (92%)



WHOSE VOICE IS MISSING?

Question: In your school or organisation –

Which of these three knowledge types (educator/curriculum knowledge, allied health/disability expertise, lived experience) is most represented in how consent is currently taught?

Which is most absent?



03

THREE-DIMENSIONAL CONSENT

A doctoral student and their adviser walk into a bar. The advisor orders a rough draft... and they sit in awkward silence for eight months...



Chapter 3



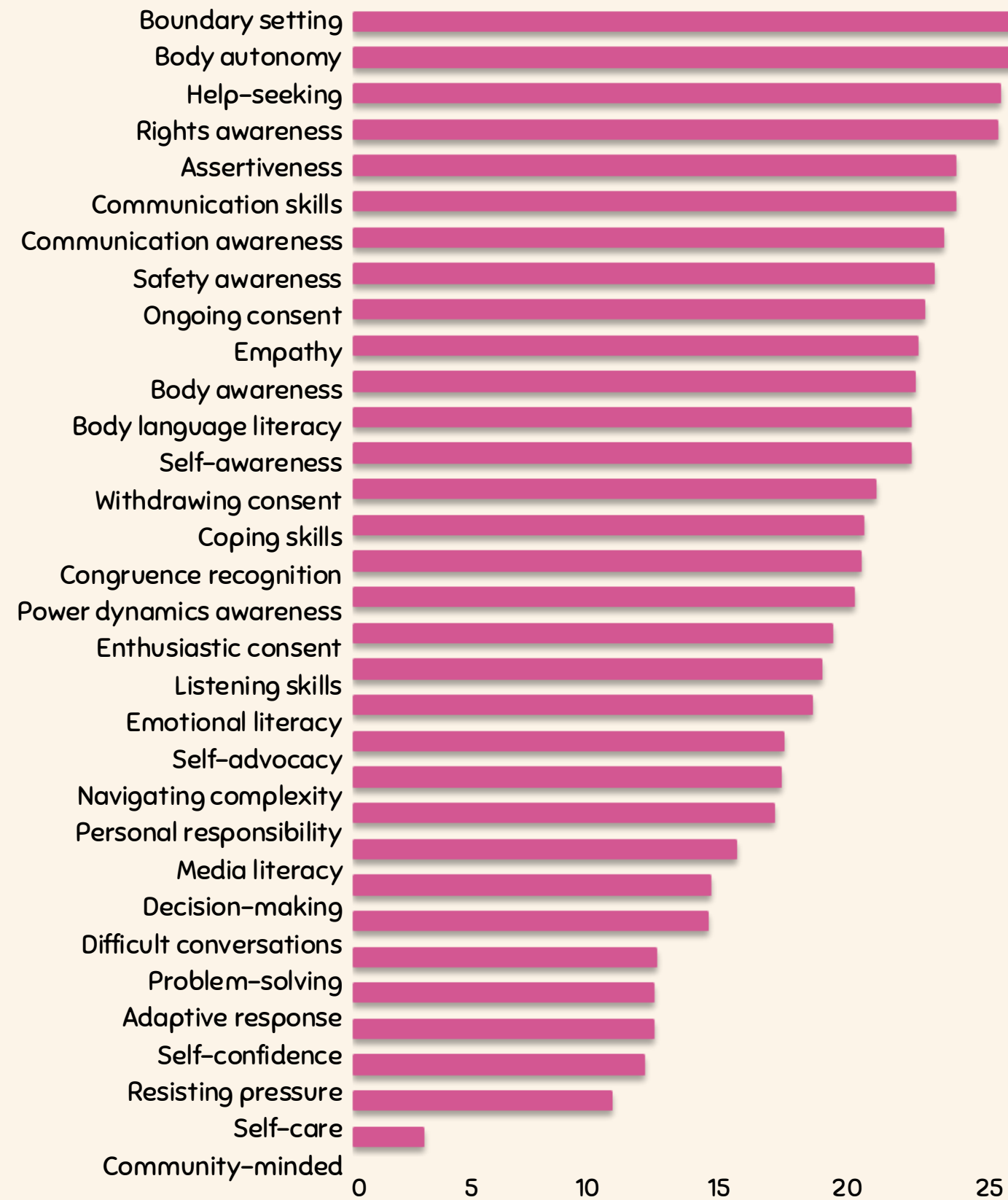
CONSENT DEFINITIONS

- a dynamic, relational process built on respect and mutual understanding, and grounded in communication, emotional literacy, along with power, boundaries, and context. Beyond a binary exchange, consent is autonomy, safety, and connection across all relationships and contexts in life.
- It involves:
 - – Interpersonal and intrapersonal attunement
 - – Spoken and unspoken cues
 - – Inclusive, accessible communication
 - – Honouring boundaries
 - – Navigating complexity
 - – Applying skills across all relationship types

Australian Government, 2023

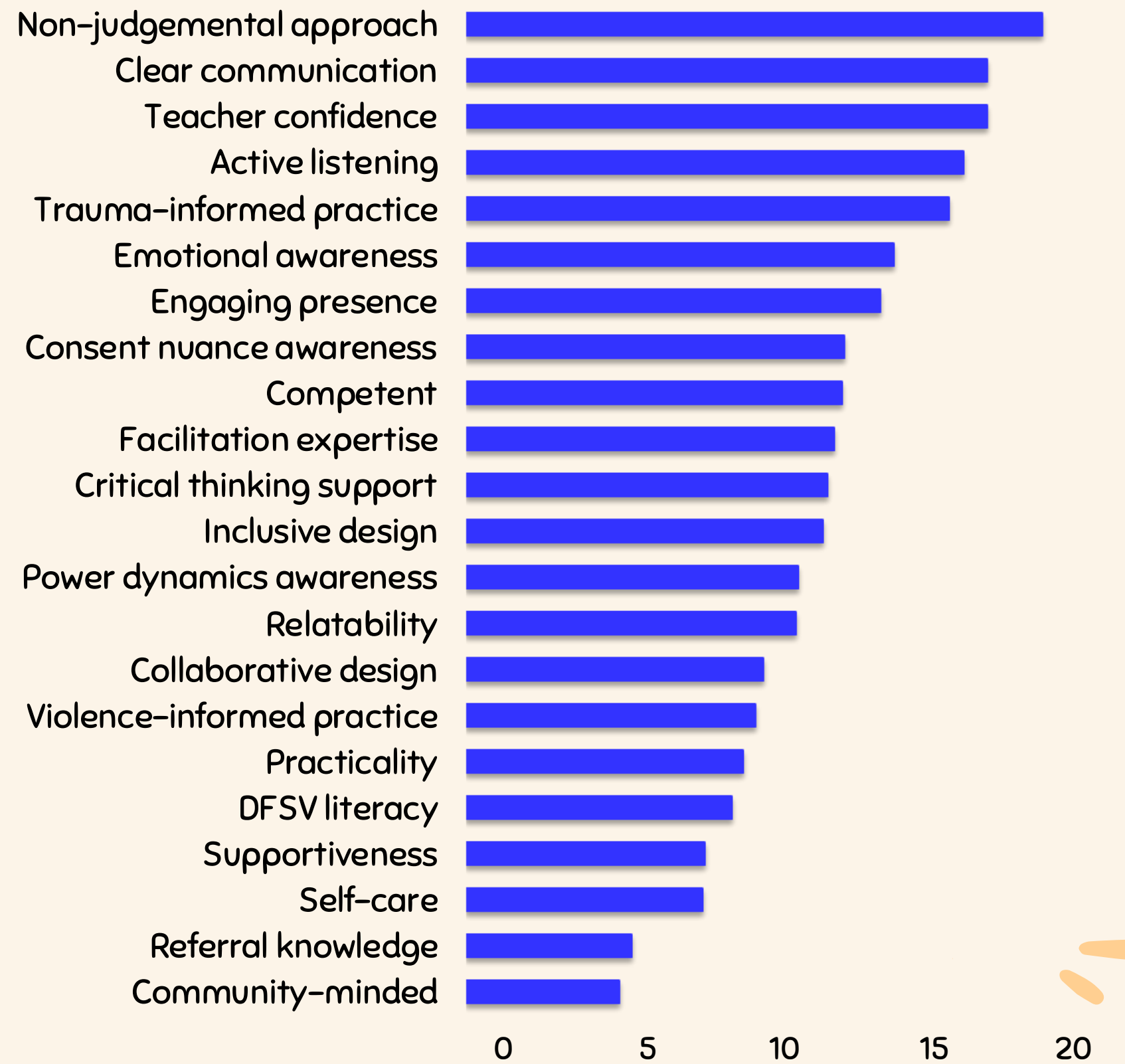
- “A free, voluntary and informed agreement between people to participate in a sexual act. This agreement is only present when these people mutually and genuinely want to engage in that sexual act and actively ensure their partner does too”.

LEARNER SKILLS



EDUCATOR SKILLS

*ACTIVITY





04

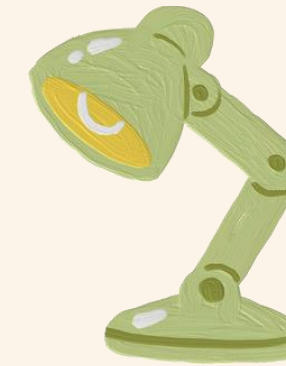
IMPLICATIONS & NEXT STEPS

To 2028...and beyond!!!



Chapter 4

BEYOND SILOS



For Educators	For Me
Create emotionally safe learning environments	Youth Disability Advisory Group
Model respect, agency, and responsiveness	Educator Survey (hint hint!)
Navigate power dynamics ethically using relational ethics	Interviews and Focus Groups into Resources!
Map knowledge and invite in new partnerships where needed	Sky is the limit



Consent must be lived, not just taught.



CONCLUSION

Consent Education is a shared responsibility, not a classroom isolated topic/subject

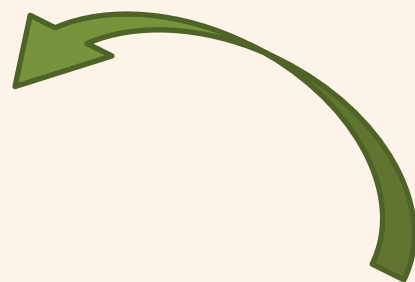
We can model consent in all we do and all relationships (no matter how short!)

You're at the self-checkout. Someone leans across you to grab a bag from your station.

Good mood: You notice them, step aside slightly, make eye contact, maybe laugh – the interaction resolves itself without a word. You both felt it, responded, moved on.

Bad mood: Same lean. But you're depleted, distracted, already over-stimulated. You freeze, or snap, or just feel invaded – and now there's friction neither of you intended.





TO LEARN MORE ABOUT THE PHD PROJECT

SUPPORTED BY:



STAN PERRON
CHARITABLE
FOUNDATION

Thank You



Kim Andreassen:

kim.andreassen@postgrad.curtin.edu.au





REFERENCES

- Andreassen, K, Quain, J., & Castell, E. (2024). Stop leaving people with disability behind: Reviewing comprehensive sexuality education for people with disability. Health Education Journal, 0(0). <https://doi.org/10.1177/00178969241269656>
- Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. International Journal of Social Research Methodology, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Australian Institute of Health and Welfare (2022). Family, domestic and sexual violence: People with disability. <https://www.aihw.gov.au/family-domestic-and-sexual-violence/population-groups/people-with-disability>
- Baum, F., MacDougall, C., & Smith, D. (2006). Participatory action research. Journal of Epidemiology and Community Health, 60(10), 854–857. <https://doi.org/10.1136/jech.2004.028662>
- Bower, C., Watkins, R. E., Mutch, R. C., Marriott, R., Freeman, J., Kippin, N. R., Safe, B., Pestell, C., Cheung, C. S. C., Shield, H., Tarratt, L., Springall, A., Taylor, J., Walker, N., Argiro, E., Leitão, S., Hamilton, S., Condon, C., Passmore, H. M., & Giglia, R. (2018). Fetal alcohol spectrum disorder and youth justice: a prevalence study among young people sentenced to detention in Western Australia. BMJ open, 8(2), e019605. <https://doi.org/10.1136/bmjopen-2017-019605>
- Bright, M. A., Ortega, D. P., Bodi, C. B., & Walsh, K. (2025). School-based victimisation prevention education programs for children and youth with intellectual and developmental disabilities: A scoping review. Child Maltreatment, 30(2), 357–379. <https://doi.org/10.1177/10775595241276412>
- Costanza-Chock, S. (2018). Design justice: Towards an intersectional feminist framework for design theory and practice. Proceedings of the Design Research Society 2018. <https://ssrn.com/abstract=3189696>
- Frawley, P., David, J., O'Shea, A., Dew, A., & Wellington, M. (2023). Sexuality and relationship education programmes for people with intellectual disability: Innovations and challenges. American Journal of Sexuality Education, 19(3), 347–358. <https://doi.org/10.1080/15546128.2023.2233409>
- Frawley, P., & O'Shea, A. (2019). 'Nothing about us without us': Sex education by and for people with intellectual disability in Australia. Sex Education, 20(4), 413–424. <https://doi.org/10.1080/14681811.2019.1668759>
- Higgs, T. & Carter, A.J. (2015). Autism spectrum disorder and sexual offending: Responsibility in forensic interventions. Aggression and Violent Behavior, 22, 112–119. <https://doi.org/10.1016/j.avb.2015.04.003>
- Jackson, D., & Moorley, C. (2022). 'Nothing about us without us': Embedding participation in peer review processes. Journal of Advanced Nursing, 78, Article e75–e76. <https://doi.org/10.1111/jan.15122>
- Marcantonio, T.L., Jozkowski, K.N., van Nostrand, V., Leroux, S., & White, S. (2026). Examining how internal and external consent relate to sexual satisfaction and pleasure. The Journal of Sex Research. <https://doi.org/10.1080/00224499.2026.2696546>



REFERENCES CONT.

- McKenzie, B., Chen, J., Andreassen, K., & Smith, C. (2024). Queering interventions: Improving pre-service teachers' knowledge and awareness of LGBTQI+ inclusive practice. *Societal Impacts*, 3, Article e 100030. <https://doi.org/10.1016/j.socimp.2023.100030> •
- Owen, A., & Friedman, C. (2017). Nominal group technique as participatory action research: Adults with intellectual/developmental disabilities' perceptions of sexuality. In *Sage Research Methods Cases Part 2*. SAGE Publications, Ltd., <https://doi.org/10.4135/9781526411051>
- Pennell, S. M. (2020). Queer theory/pedagogy and social justice education. In R. Papa (Ed.), *Handbook on Promoting Social Justice in Education* (pp. 2291–2311). Springer. https://doi.org/10.1007/978-3-030-14625-2_103
- People with Disability Australia. (2021). PWDA language guide: A guide to language about disability. <https://pwd.org.au/wp-content/uploads/2021/12/PWDA-Language-Guide-v2-2021.pdf>
- Peters M.D.J., Godfrey C., McInerney P., Munn Z., Tricco A.C., Khalil, H. (2024). Scoping Reviews (2020). Aromataris E, Lockwood C, Porritt K, Pilla B, Jordan Z, editors. JBI Manual for Evidence Synthesis. JBI. <https://synthesismanual.jbi.global>. <https://doi.org/10.46658/JBIMES-24-09>
- Peters, M.D.J., Marnie, C., Colquhoun, H., Garritty, C.M., Hempel, S., Horsley, T., Langlois, E.V., Lillie, E., O'Brien, K.K., Tunçalp, Ö., Wilson, M.G., Zarin, W., & Tricco, A.C. (2021). Scoping reviews: Reinforcing and advancing the methodology and application. *Systematic Reviews*, 10, 263. <https://doi.org/10.1186/s13643-021-01821-3>
- Power, J., Kaver, S., Fisher, C., Chapman-Bellamy, R., & Bourne, A. (2022). The 7th National Survey of Australian Secondary Students and Sexual Health 2021 (ARCSHS Monograph Series No. 133). Melbourne: The Australian Research Centre in Sex, Health and Society, La Trobe University. <https://opal.latrobe.edu.au/ndownloader/files/38618210>
- Schaafsma, D., Kok, G., Stoffelen, J. M. T., & Curfs, L. M. G. (2014). Identifying effective methods for teaching sex education to individuals With intellectual disabilities: A systematic review. *The Journal of Sex Research*, 52(4), 412–432. <https://doi.org/10.1080/00224499.2014.919373>
- Waling, A., James, A. & Moor, L. (2024). “Dude, Come On, Like, Let’s Just Do the Thing”: Men’s and Women’s Navigations of Sexual Communication and Sexual Consent in Australia. *Sexuality Research and Social Policy*. <https://doi.org/10.1007/s13178-024-00973-w>
- Walton, E. (2023). Disability studies in education and intersectionality. In R.J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (pp. 249–258). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.12013-5>
- Ward, K. M., Bosek, R. L., & Trimble, E. L. (2010). Romantic relationships and interpersonal violence among adults with developmental disabilities. *Intellectual and Developmental Disabilities*, 48(2), 89–98. <https://doi.org/10.1352/1934-9556-48.2.89>
- Woodley, G., Cayley, G., Senior, I., See, H.W., & Green, L. (2024). '[Do] I have to get it in writing or something?' What happens when sexuality education is conceptualised through consent? *Youth*, 4(4), 1739–1756. <https://doi.org/10.3390/youth4040110>