

## Health and Physical Education Curriculum Level 3

### ***Navigating the journey: Sexuality Education***

### **Te takahi i te ara: Whakaakoranga hōkakatanga**



Kia ora Parents and whānau,

Sexuality Education is one of the seven key areas of learning in the Health and PE learning area of the New Zealand Curriculum. We want to support your child to have a strong and positive understanding of their bodies and their health- research shows that effective sexuality education programmes lead to better health outcomes for our young people.

We know that this area of the curriculum is sensitive. We know as parents you will have your own beliefs and values around sexuality education, and we want to make sure you are fully informed about what your child will be learning as part of this programme. We have outlined the programme content over the next few pages. As a parent you are entitled to withdraw your child from this programme- entirely, or specific parts of it. If you wish to do so, please put your request in writing to the Principal. We will ensure your child is supervised in another space.

If you have any questions, please talk with your child's class teacher, or Adelle.

Ngā mihi nui,

Adelle Broadmore (Principal) and The Roseneath Team

## Curriculum Strands and Programme Aims

### **Strand A (Personal Health and Physical Development)**

A1: Developing knowledge of puberty, and growth and development needs

A2: Developing a positive body image, affirming diversity and enhancing relationships

A4: Identifying and affirming the feelings and beliefs of self and others, and describing personal characteristics and gender identities

### **Strand C (Relationships with Other People)**

C1: Choosing, making, maintaining and changing friends

C2: Recognising and challenging bullying, stereotypes, and body image messages, identifying pressures from others and from own feelings, demonstrating assertive responses to pressure, recognising discrimination and acting to support others

C3: Expressing and affirming needs and feelings, and listen to others

### **Strand D (Healthy Communities and Environments)**

D1: Recognising media, social media and consumer influences

D2: Developing strategies for enhancing family wellbeing

D3: Developing harassment policies, including strategies for social media and online contexts

D4: Affirming diverse gender identities

# Programme Themes and Content

## **Theme 1: Establishing a positive learning environment Te whakarite i tētahi ao ako huapai**

*Students will:*

- understand that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe
- establish group guidelines that will enable a safe learning environment within which to navigate the journey
- identify prior knowledge about sexuality
- develop strategies for safely asking and answering questions about aspects of sexuality what cooperation means and practise cooperative skills.

## **Theme 2: Who am I? Ko wai au?**

*Students will:*

- describe and appreciate the qualities that make them unique and identify strategies for enhancing their own self-worth and that of others
- reflect on aspects of their own identities in their personal learning journeys
- explore messages communicated in the media and how these can influence our identity and self-worth
- reflect on gender stereotypes and their impact on relationships, roles, and behaviours
- challenge society's assumptions about gender

## **Theme 3: Relationships Ngā whanaungatanga**

*Students will:*

- express opinions about relationships and demonstrate respect when listening to those of others
- identify relationship qualities important to them
- explore the different types of relationships they have
- identify qualities of positive relationships
- explore and discuss the behaviours and actions in different types of relationships
- identify strategies for coping with changes in friendships
- identify who they can rely on in different situations
- explore and practice passive, aggressive, and assertive communication
- explore the concept of consent and ownership of their bodies
- demonstrate appropriate responses in a given situation
- develop awareness that the same situations can be perceived differently by different people
- appreciate that if someone makes a bad decision, they are not necessarily a 'bad person'.
- identify the factors that influence decision-making
- practise making decisions in a range of contexts

## **Theme 4 Growing and changing Te tipu me te huri o te tangata**

*Students will:*

- discuss the stages of growth and terms used to express these stages
- identify prior knowledge about puberty
- use the correct terminology for private body parts
- identify the changes that occur during puberty and recognise that most of the changes happen to everybody. use the correct terms for the reproductive parts of their bodies and understand their functions.
- explore the processes of menstruation.
- explore strategies to look after their bodies before, during, and after puberty
- critically analyse the influences of media on consumer choices and identify strategies to support their own choices.
- explore and evaluate some common beliefs about pubertal change
- discuss useful strategies for managing change during and after puberty
- develop some key statements that will reinforce learning about hygiene

## **Theme 5: Staying safe Te noho haumarū**

*Students will:*

- investigate and practice strategies to stay safe online
- identify the types of support that are available in different situations.
- identify strategies for supporting others.
- reflect on and celebrate their learning about relationships and sexuality and how it can help them navigate their personal journeys.