

Relationships and Sexuality Consultation 2021



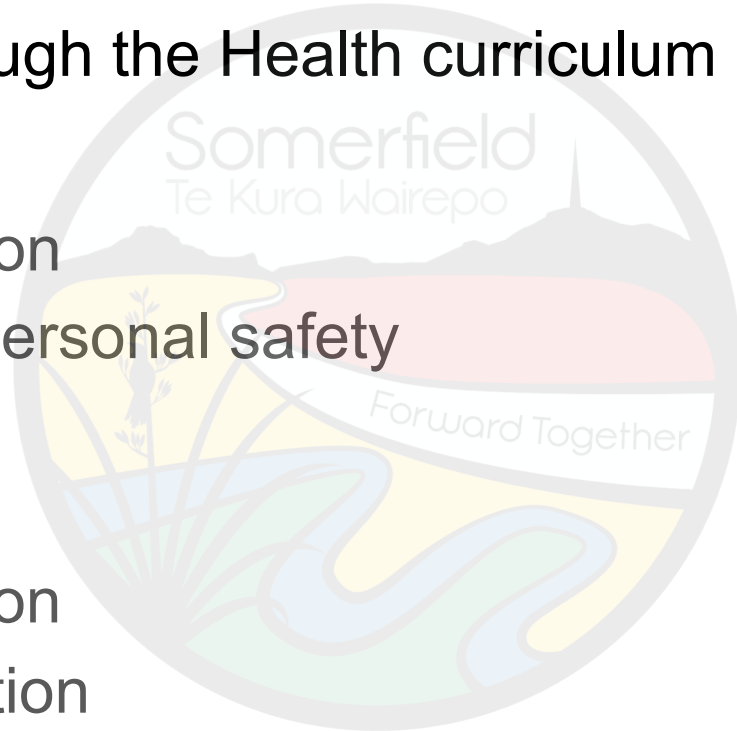
In 2020 the Ministry of Education revised *Relationships and Sexuality Education Years 1-8 A guide for principals, boards of trustees and teachers (2015)*. Below is the key statement adopted by the Somerfield Te Kura Wairepo Board of Trustees as a result of this review.

In health and physical education, students learn about their own well-being, and that of others and society through a range of developmentally appropriate learning opportunities.



7 KEY AREAS OF LEARNING - these concepts are interwoven through the Health curriculum

- Mental Health
- Food and Nutrition
- Body care and personal safety
- Physical activity
- Sports Studies
- Outdoor education
- Sexuality education



Years 0-2

Mental Health

- Describe, identify and share ways to make and sustain friendships in positive and healthy ways.
- Express their own ideas needs and feelings and listen sensitively to others.
- Work with others to develop ideas that they will follow to contribute to safe and positive environments.

Relationships and Sexuality/ Keeping Ourselves Safe

- Describe stages of growth and development, how they have changed, and their needs now.
- Understand what appropriate and inappropriate touching means.
- Identify people who can help them and work with others to develop ideas to keep themselves safe

Food and nutrition

- Not applicable at this level.

Body care

- Knowledge, understanding and skills relating to personal body care.

Years 3/4

Mental Health

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups
- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.
- Identify personal qualities that contribute to a sense of self-worth

Relationships and Sexuality/ Keeping Ourselves Safe

- Describe and use safe practices in a range of contexts and identify people who can help.
- Understand what appropriate and inappropriate touching means.
- Describe stages of growth and development, how they have changed

Food and nutrition

- Not applicable at this level.

Body care

- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

Years 5/6

Mental Health

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.
- Identify and compare ways of establishing relationships and managing changing relationships. Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Sexuality

- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.
- Identifying risks and planning safety strategies.
- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth

Food and nutrition

- Identify how health care and physical activity practices are influenced by community and environmental factors

Body care

- Refer to sexuality overview.

Year 1 and 2

LEVEL 1	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> Recognise body parts, including genitals, can name them (in te reo Māori and in English), and understand basic concepts about reproduction. Know about body safety, including hygiene and appropriate touching, know how to show respect for themselves and others, and can use strategies to keep themselves safe (including basic safety strategies online and on devices). 	<ul style="list-style-type: none"> Are able to make friends, be a good friend, be inclusive, and accept and celebrate difference in a range of contexts (including in games, play, classroom activities, and at home). Are able to express their own feelings and needs and can listen and be sensitive to others by showing aroha, care, respect, and manaakitanga in a range of contexts. Know about belonging and about roles and responsibilities at school and within the whānau and wider community. Know who to trust and how to ask for help. 	<ul style="list-style-type: none"> Understand the relationship between gender, identity, and wellbeing. Are able to stand up for themselves and others (eg, if there is unfairness, teasing, bullying, or inappropriate touch).

Year 3 and 4

LEVEL 2	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> Know about human anatomy, about how bodies are diverse and how they change over time, and about human reproductive processes. Understand what consent means in a range of contexts, including online contexts. Are able to give and receive consent (eg, at the doctor, in the playground, or online). 	<ul style="list-style-type: none"> Are able to name and express a wide range of feelings and use skills to manage their feelings. Engage positively with peers and others during play, games, classroom activities, and online (by listening, affirming others, waiting, taking turns, recognising others' feelings and respecting them, and showing manaakitanga, aroha, and responsibility). 	<ul style="list-style-type: none"> Understand that personal identities differ (eg, in terms of gender, ethnicity, language, religion, and whakapapa). Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society. Are able to contribute to and follow guidelines that support inclusive environments in the classroom and school.

Year 5 and 6

LEVEL 3	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> • Know about pubertal change and how it is different for different people, and understand associated needs that relate to people's social, emotional, and physical wellbeing. • Are able to take part in collective action to implement school and community policies that support young people during pubertal change. • Understand different types of relationships (eg, friendships, romantic relationships, relationships between whānau, team, and church members, and online relationships) and understand how relationships influence their own wellbeing and that of others. 	<ul style="list-style-type: none"> • Understand consent, pressure, coercion, and rights, and have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts. • Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online). • Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau. 	<ul style="list-style-type: none"> • Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (eg, at public events, during physical activity and sports, within whānau, in community organisations, and online). • Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.