



# Indicators of learning progression for Sexuality Education in *The New Zealand Curriculum*

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Note that this file is formatted as A3 landscape pages.

## Introduction

### Purpose of this resource:

These indicators of learning progression have been prepared to help teachers unpack the learning intentions for sexuality education suggested in the Ministry of Education *Sexuality Education: Guide for principals, boards of trustees and teachers* (2015).

To help illustrate the indicators it was useful to think of the situation (and the type of learning activity) in which learning could occur, as well as the mode or form in which the evidence of learning could be demonstrated by students and observed by the teacher. This contextual information is not part of the indicator as such – the indicator is the description of the knowledge - what students know and understand, or know how to do.

*The italicised part of each indicator is contextual information - teaching activity and mode in which the learning could be demonstrated, the non-italicised type is the indicator of learning.*

As the title of this resource implies, these are ‘indicators’ of learning progression. Another term that is used is ‘performance indicators’. They are examples of what learning could look like at each level of *The New Zealand Curriculum* (NZC). These indicators are not prescribed or fixed understandings of learning in sexuality education.

As **progressions** they offer guidance on how learning becomes more conceptually complex across the levels of the NZC. This complexity is derived from:

- The **verbs of the Achievement Objectives (AO)** at each level, made sense of by backward and forward mapping across the levels so that one level is positioned developmentally in relation to the next. All AOs begin with a verb that indicates how a student can demonstrate what they know. Health and Physical Education (HPE) learning area verbs include: participate, take action, identify, describe, explain analyse, critically analyse.
- The **underlying concepts**, implicit in the AOs that expand the HPE Strands, have been mapped out for National Certificate of Educational Achievement (NCEA) purposes. Backward mapping from NZC levels 6-8 (NCEA Levels 1-3) has helped develop understanding of how the underlying concepts develop across NZC Levels 1-5.

To develop these sexuality education indicators, it was useful to consider the likely age of students (and therefore their social and physical development) at each year level, alongside the NZC levels that students will be achieving if they are making expected progress in their learning. It is understood that although it is an *expectation* students in each year level will be working toward, and achieving at, a particular level of the NZC (to ensure they are on a learning pathway to success at higher levels of the NZC), **this matching of NZC level/year level/age is NOT a fixed requirement.**

NZC Level	Year level	Approx. age at this year level
NZC Level 1	Year 0-2	5-6 year olds
NZC Level 2	Year 3-4	7-8 year olds
NZC Level 3	Year 5-6	9-10 year olds
NZC Level 4	Year 7-8	11-12 year olds
NZC Level 5	Year 9-10	13-14 year olds
NZC Level 6	Year 11	15-16 year olds
NZC Level 7	Year 12	16-17 year olds
NZC level 8	Year 13	17-18 year olds

Consideration of the way learning progresses has also been informed by:

- The **Literacy Learning Progressions** (LLP). Health Education is a language and literacy rich subject. The AO verbs all require a certain level of literacy. Like many learning areas, HPE is still developing understanding of the way the LLP and learning described by the AOs connect and map onto each other. This resource represents early developments in such a project.
- The **Key Competencies** are an integral feature of many of the AO verbs. If KCs are thought of as ‘behaviours for learning’ (among their wider purposes as stated in the NZC) then the development of these contributes something to the progression of learning. It is noted that such development is not rigidly defined, nor are there fixed expectations of how KCs universally develop across the levels of the NZC. It is more important to see the contribution they make to learning *in context of the learning*.

Indicators go further than broadly expressed curriculum AOs in that they tend to be contextualised, in this case to sexuality education, and they are more descriptive and therefore offer more information (more detail) of the **learning outcome**.

**Indicators of learning progression** have a related but different purpose to a **learning intention** (which states the aim or intent of the learning based on evidence that indicates what students need to learn) by being a statement that instead describes what the learning looks/sounds like when it has occurred. Obviously learning intentions and indicators should be closely aligned to be useful and meaningful.

The difference then between **success criteria** and indicators of learning progression is that success criteria are statements developed or (ideally) co-constructed with students to help them identify when their learning has been achieved and what it is they will learn/have learned. Indicators of progression documents which are, in effect, a collection of success criteria developed across many curriculum levels to show how the learning becomes more complex. Indicators are used as a guide, or a bench mark by teachers to help decide the level of the NZC at which students are achieving and where to ‘pitch’ the level of a learning programme and meet students’ learning needs.

By their nature, indicators like those in this resource do not represent a coherent and connected ‘unit’ of learning. In situations where they are being used to explore what the outcomes of a learning programme could look like, they need to be ‘pick and mixed’ together, and adapted where they are not a good fit with students’ learning needs.

## Challenges ‘levelling’ sexuality education in the NZC

Levelling sexuality education in the NZC becomes problematic when students’ age, social experiences, and physical and social development, are ‘out of kilter’ with their *expected* learning development. Teachers will need to navigate these challenges in consultation with other teachers, school leadership, students, whanau and community.

In developing these progressions a number of challenges were encountered, particularly in relation to when to introduce certain aspects of the learning, such as:

- When should primary schools first introduce puberty?
- When should teaching programmes introduce students to ideas around sexual diversity and diverse sexual identities, gender identity - especially transgender, and intersex?
- How do we respond to the issue of (young) teens viewing pornography?
- When and how do we respond to observed/overheard primary school age students social expectation that having a boy/girlfriend is the norm?
- When and how do we respond to observed/overheard intermediate-junior secondary school age students’ social expectation that having a sexual relationship is the norm?
- When and how do we respond to sexualised behaviour at school among pre-teenage children?
- If the SEG encourages separation between planned learning around promoting positive sexuality, and issues that relate more to sexual violence and abuse, how do we deal with that when discussion around positive (sexually) intimate relationships, opens up opportunities for discussing sexual violence.

In the context of the indicators, the challenge was resolved by following the lead suggested by the AOs and the likely year level at which students would be engaged in learning at this level. Selecting teaching and learning experiences that meet students’ learning needs, and which use contexts for learning that are relevant and meaningful to students is (unfortunately) not a challenge that has a neatly prescribed answer. One distinction that might be useful to make is – is the situation that brought attention to the issue an isolated case (which means the child/young person may need support at an individual level), or is it something where a significant number of students (or the class) are aware of/implicated in a situation that would then warrant a whole class approach to learning? The various NZC-aligned sexuality education teaching and learning resources offer further guidance on some of these challenges.

Note: The legal age of consent for all sexual activity (same and opposite sex) in NZ is 16. Teachers have a professional responsibility to endorse this as a legal position. Teachers cannot condone or encourage sex at a younger age but, at the same time, it is important not to leave the small proportion of students who are sexually active before 16 (sometimes not by choice) feeling disenfranchised (marginalised), and excluded from the discussion. See the EDUCANZ Code of Ethics for guidance on a range of situations that have particular relevance when teaching sexuality education. Teachers should also be aware of the Human Rights legislation that states that people cannot be discriminated against on the basis of gender, sexual orientation, or religious belief. People of a young age do not necessarily have the same rights as older people which is why a number of legal age considerations are included among the indicators along with examples of learning that would lead to these.

## Negotiating meanings

Like all specialist areas of learning, sexuality education has its own language, some of which is not commonly established. The glossary in the SEG offers a list of terms mostly associated with diverse sexual and gender identities.

However it is words like ‘relationship’ and ‘(having) sex’ that can get confusing for learners, and which have different meanings for different people, depending on the context. It is useful to spend teaching and learning time developing a vocabulary of sexuality terms in order for students to have a range of descriptors that they can use. As students experience more of the world they need more language to explain the diversity of situations they may encounter in their learning (and in their lives). For these progressions it is useful to use terms such as:

- ‘intimate relationship’ – any emotionally close relationship that might be between family members, friends, or with a romantic or sexual partner (intimate here does not mean in the physical sense of having sex, but emotionally close);
- ‘romantic relationship’ – a relationship between two people (same or opposite sex) where people have deep feelings for each other, likely based on sexual attraction but not necessarily involving sexual behaviour;
- ‘sexual relationship’ – a relationship where people are engaged in sexual behaviour (see additional comment below);
- ‘physical relationship’ - (or to confuse matters - being physically intimate) – a more generic term that would tend to mean the same as sexual relationship.

With secondary school sexuality education programmes (in particular) needing to be inclusive of diverse sexual and gender identities, the meaning of ‘having sex’ has required the use of inclusive language to encompass a range of different sexual behaviours (including, but in addition to, heterosexual sexual intercourse). Intimate physical (ie sexual) behaviour could include anything from non-penetrative touching of sexual parts through to various forms of penetrative sex (with penetrative sex including heterosexual intercourse, and same or opposite sex acts of oral sex, and anal sex) and when legal definitions of penetrative sex are added, penetration may be by another person’s body part – fingers, tongue or penis, or by object.

Add to this different cultural perspectives and language about relationships and sexual behaviour and the layers of language confusion are amplified! The point to be made here is that it is essential to establish agreed and commonly held meanings of terms when engaging students in learning in sexuality education.

## Using this resource:

The aspects of the teaching as inquiry cycle (NZC effective pedagogy, p35) that ask the following questions, require teachers to know what their students know and have learned:

- ‘What is important (and therefore worth spending time on) given where my students are at?’ (with the added implication of needing to know where student learning develops to in the NZC); AND
- ‘What happened as a result of the teaching, and what are the implications for future teaching?’

As part of a teaching as inquiry approach, teachers could use these indicators of learning progression to:

- Develop their own versions of indicators specific to their programme by using these indicators as a model or template and adapting them to reflect the learning in their sexuality education programme.
- Guide their judgements when determining the level at which students are learning and achieving.
- Track and monitor whether or not cohort level achievement targets are being met and if individual students are achieving at the expected level - intervening when students are not achieving at the expected level or stepping up the programme if evidence suggests students are learning beyond the expected NZC level for their year group.
- Identify next steps for learning.
- Guide sexuality education programme design and planning – *when using data to decide what is important to focus on and what students need to learn, given where they are at* - indicators help identify where the learning develops to at the next level and beyond, and what is important to include in a teaching and learning programme that provides a learning pathway across the curriculum.

It is recommended that teachers compile a portfolio containing exemplars of evidence of learning produced by their students. These written, visual and digital recordings (of oral and skills demonstration) provide teachers with benchmarks for making future judgements about student achievement in relation to levels of the NZC. They can also be used to show other students what learning success looks like, especially in situations where student learning could be enhanced by having access to examples of work produced by others and knowing where the learning is heading to.

Note that different forms of indicators of progression feature in a number of New Zealand education resources and assessment systems. These may offer additional support for developing indicators for Health (and sexuality) education learning programmes:

- National Standards and NCEA Achievement Standards for example are both based on criteria (or indicators) of progression.
- Other literacy measures like asTTle indicate progression in reading, writing and mathematics.
- The Literacy Learning Progressions (LLP) show how reading and writing become increasingly more complex.
- Learning areas like Mathematics and Technology for example have resources that map out the way learning develops across the NZC levels.

## Supporting documents

This indicators document is not a teaching and learning resource in and of itself. To use the indicators effectively they need to be supported by other documentation such as:

- Teaching resources – for example the MoE HPE *Curriculum in Action* series and the Family Planning resources designed to meet the NZC, for both primary and secondary schools.
- The ‘front end’ of the NZC – the values statement, effective pedagogy, and key competencies (see the online communities on TKI for extensive resourcing around these areas).
- Current MoE policy and strategy statements (and guides like the SEG) that seek to maximise opportunities for learning for all students and raise achievement.
- Assessment Online materials on TKI, especially assessment for learning (and also including assessment of learning by National Standards and NCEA).
- EDUCANZ Code of Ethics and Practicing Teacher criteria.

- NZ child and adolescent research reports such as the Youth 2012 data that shows that the majority of young people are not yet in relationships and few school aged students are having sex (and other research that highlights the media saturated the world that young people live in and there are unrealistic expectations about relationships and sex that feature recurrently in media).
- The range of NZHEA online materials prepared to supplement the SEG.

## Organisation of this resource

This resource makes use of the text from the:

- SEG – the overarching statements about what students are expected to learn across the NZC and year levels (SEG pages 22-23),
- The suggested Learning Intentions (SEG p15-21),
- NZC - the HPE learning area AOs.

The tables in this resource are organised in order of NZC level and framed around the NZC AOs and SEG learning intentions for each level of the NZC.

## Future developments

With use by and feedback from teachers of Health Education, who have used the indicators it is intended that these indicators can be expanded to include:

- Other examples of indicators across the NZC levels.
- Different interpretations of the AOs and differently worded learning intentions
- Examples of teaching and learning activities to accompany each indicator once the Ministry of Education, *Curriculum in Action* series is revised.

## Sexuality education in junior primary school (years 1–3)

**SEG p22.** At these levels, sexuality education will focus on learning about growth, development, the human body, friendships, and family relationships. Students will describe changes in growth and identify body parts and developmental needs. Students will discuss family relationships and affirm and show respect for diverse family structures. Gender stereotypes and norms will be questioned and discussed, and students will take action to support the well-being of others and learn friendship skills. Students will learn about basic human rights in relation to relationships and identity. Students will learn to express feelings and how they contribute to positive and inclusive environments. *It is recommended that discussions about identity, personal health, body parts, and families are woven into learning throughout the year and that appropriate and diverse resources are used to engage students in discussions.*

NZC Level 1	Areas for learning focus (SEG)	Suggested Learning Intentions (SEG p15)	Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)
<p><b>Students will:</b></p> <p><b>A1 Personal growth and development:</b> Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</p> <p><b>A2 Regular physical activity:</b> Participate in creative and regular physical activities and identify enjoyable experiences.</p> <p><b>A3 Safety management:</b> Describe and use safe practices in a range of contexts and identify people who can help.</p> <p><b>A4 Personal identity:</b> Describe themselves in relation to a range of contexts.</p> <p><b>C1 Relationships:</b> Explore and share ideas about relationships with other people.</p> <p><b>C2 Identity, sensitivity, and respect:</b> Demonstrate respect through sharing and cooperation in groups.</p> <p><b>C3 Interpersonal skills:</b> Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.</p> <p><b>D2 Community resources:</b> Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.</p> <p><b>D3 Rights, responsibilities, and laws; D4 People and the environment:</b> Take individual and collective action to contribute to environments that can be enjoyed by all.</p>	<p><b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b></p>	<p>A1: Describing changes in growth patterns and identifying body parts</p>	<p><i>After drawing body outlines of themselves</i> pairs of students can with some accuracy, and with verbal help from the teacher to recognise words, attach prepared name cards (in Māori and English) of external body parts – for most parts of the body.</p> <p><i>On comparing their body shapes to actual people or pictures of a baby and an adult,</i> students can say in a discussion with the teacher and their peers, how their body is the same and how it is different from that of someone younger and someone older.</p>
		<p>A3: Identifying safe and unsafe touching and the importance of respect</p>	<p><i>After listening to a story with a theme of safe touching,</i> students can give examples of safe and unsafe touching (as a group discussion activity); students can say why it is important that they and their friends know what safe touching is.</p>
		<p>B2: Engaging in games and physical activities and including others</p>	<p><i>While participating in shared (physical) activities,</i> students can demonstrate skills for co-operation, (eg sharing and inclusion of others); students can say, in a discussion with the teacher and peers, why these skills are important (for well-being).</p>
		<p><b>Personal and interpersonal skills and related attitudes</b></p>	<p>A2 &amp; C2: Playing together in positive ways with others</p>
	<p>C1: Making friends C1: Relating to friends and classmates</p>		<p><i>While participating in interactive classroom learning activities</i> students can demonstrate that they can relate positively to peers and older students.</p>
	<p>C3: Expressing ideas and feelings. Listening to others</p>		<p><i>While participating in interactive classroom learning activities</i> students can express their ideas and feelings confidently. <i>After listening to others tell a personal story about the way they thought or felt about a situation</i> students can recall/recount the main ideas and feelings expressed by others. <i>Or after listening to others give an instruction for a task involving others,</i> students can carry out the task.</p>
	<p>A4: Respecting self and others D2: Setting classroom rules</p>		<p><i>When deciding upon safety guidelines for the classroom</i> students can suggest ways they can keep their classroom safe and respectful for everyone; students can say why they think these suggestions are important (for well-being).</p>
	<p>A4: Describing different types of families A4: Describing themselves and their family</p>		<p><i>After listening to two stories about different families (eg families with a mum, dad and children, extended, families with two mums or two dads),</i> students can verbally describe their own family in a group discussion with the teacher and say how their family is similar or different to other students’ families (or families in the stories).</p>
	<p>D3/4: Dealing with bullying and harassment and speaking out for others</p>		<p><i>After listening to an extract story about a child who is being bullied in a gender-related situation</i> students can suggest responses to the bullying situation <i>and contribute to a visual display of speech bubbles (with help from the teacher) around the child who is pictured in the middle of a big sheet of paper.</i></p> <p><i>After a class discussion on where to go for help when they feel unsafe</i> students can name a range of people they trust in different situations (home, school – classroom and playground, going to/from school).</p>

NZC Level 2	Areas for learning focus	Suggested Learning intentions (SEG p15)	Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)
<p><b>NZC Achievement Objectives</b> from which the suggested sexuality education learning intentions derive</p> <p><b>Students will:</b></p> <p><b>A1 Personal growth and development:</b> Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.</p> <p><b>A2 Regular physical activity:</b> Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.</p> <p><b>A3 Safety management:</b> Identify risk and use safe practices in a range of contexts.</p> <p><b>A4 Personal identity:</b> Identify personal qualities that contribute to a sense of self-worth.</p> <p><b>B2 Positive attitudes:</b> Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.</p> <p><b>C1 Relationships:</b> Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p><b>C2 Identity, sensitivity, and respect:</b> Describe how individuals and groups share characteristics and are also unique.</p> <p><b>C3 Interpersonal skills:</b> Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p><b>D1 Societal attitudes and values:</b> Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.</p> <p><b>D2 Community resources:</b> Identify and use local community resources and explain how these contribute to a healthy community.</p> <p><b>D3 Rights, responsibilities, and laws; D4 People and the environment:</b> Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.</p>	<p><b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b></p>	<p>A1: Describing stages of growth and development needs, including hygiene practices</p> <p>A1: Describing personal strategies for coping with social and physical changes</p> <p>A2 &amp; B2: Playing in positive and inclusive ways with others and describing benefits to well-being</p> <p>A3: Identifying risks and planning safety strategies</p> <p>A4: Describing unique personal qualities</p>	<p>Note that the indicators at this level assume that students have been introduced to the language of 'hauora' and 'well-being' and have developed some very basic ideas about the dimensions of well-being.</p> <p><i>Viewing a diverse selection of pictures of people at different stages of life</i> students can identify and verbally describe developmental changes as bodies grow.</p> <p><i>After a range of learning activities (songs, stories, short videos)</i> students can identify ways in which people can keep their bodies clean and healthy; students can describe actions they (as individuals) can take to manage physical (growth) changes occurring in their life; and students can describe actions they (as individuals) can take to manage social changes (eg new friends, new or younger and older children in their family).</p> <p><i>While participating in group activities and games,</i> students demonstrate a range of inclusive and positive behaviours that enhance the enjoyment and success of the game (encouraging others, communicating intentions or game strategies with others, commenting positively on and reinforcing good choices and decisions made by others, making sure everyone gets a turn, etc); Students can describe the benefits of these behaviours for the well-being of themselves and for others.</p> <p><i>After listening to a story about a situation involving personal risk</i> students can identify a range of other situations where personal safety could be at risk (at home, school, on the way to/from school, in local (named) recreational areas, in shopping areas etc); Student can describe an actions that they can take to stay safe in each of these situations, <i>contributing ideas to a class map of how to stay safe in places that are familiar to them.</i></p> <p><i>After developing a personal 'shield' of important people, places, possessions and pleasures</i> students can describe what is unique and special about 'them'.</p>
	<p><b>Personal and interpersonal skills and related attitudes</b></p>	<p>A2: Promoting a positive and inclusive body image</p> <p>C2: Identifying shared and different personal and social characteristics</p> <p>A4: Self-worth: identifying gender and social strengths</p> <p>C2: Affirming diversity, questioning gender stereotypes</p>	<p><i>After creating a class collage containing a diversity of images of people (body shapes, sizes and physical features), and learning to use language that describes people in a non-judgmental way,</i> students select pictures of three different people and write a description of the characteristics the people have in common and what is different about their physical appearance.</p> <p><i>After discussing what 'body image' refers to and what it means to have a positive body image for yourself,</i> students can write notes around a photograph of themselves that describes their own physical appearances and the feelings they have about their bodies using only positive health enhancing language.</p> <p><i>After watching a video about children who live with a physical disability or a physical difference,</i> students can write a paragraph in their learning journal that describes why it is important for people's well-being to talk non-judgmentally (or inclusively) about the different ways people look.</p> <p><i>After the class identifies a range of ideas about what they think it means to 'be a girl' and 'to be a boy', groups (or the whole class) discuss and agree which characteristics they think only belong to girls, only to boys, and to both. After students discuss how their ideas about what it means to be a boy or a girl relate to well-being,</i> students can write a paragraph in their learning journal that describes what is important for their well-being as a boy or a girl.</p> <p><i>After learning what the term 'stereotype' means and what a 'gender stereotype' is,</i> students can make a class list of male and female gender stereotypes for a range of situations (eg dress, appearance, hobbies, sports, behaviour, interests, music, clothing, jobs, roles in society and families, thoughts, feelings etc).</p> <p><i>After discussing how gender stereotypes could affect how people think and feel about themselves and what they do,</i> students write a short story or poem about a young person who does something that is not stereotypical for the gender that shows an understanding of how people's well-being is supported by being able to do or be what they want.</p>

		C3: Expressing and affirming needs and feelings, and listening to others	<i>After watching a scene from a popular TV programme or film (eg where a young person has been treated unfairly, or has been hurt by someone), students can state how the young person might be feeling, what they could do to help themselves, and what someone else could do to help them to feel better about the situation.</i>
		D1: Considering and demonstrating respect, manaakitanga, aroha, and responsibility	<i>After learning in te reo Māori about a range of words and their meanings (eg manaakitanga, aroha), and learning in health education about words such as respect and responsibility, students are presented with a scenario relevant to the school/community where a new student joins the class - either a new immigrant who speaks little of the local language, or has a physical or other disability. Students are able to rehearse and demonstrate how they are able to show respect and manaakitanga for the student, and take responsibility for supporting them in some way.</i>  <i>In groups students identify a different situation either at home (with a parent, grandparent, sibling, or other whanau member, at school (with a teacher, or older/young student not in their class), or in their community (with someone at the marae, church, or other cultural venue) where they need to be able to talk and (interact) 'get on' with other people. In a different situation students can demonstrate how they would show a relevant combination of respect, manaakitanga, aroha and responsibility.</i>
	<b>Understandings and skills to enhance relationships; think critically about sexuality in society</b>	B2: Questioning and discussing gender stereotypes in games and physical activities	<i>After identifying what sports and games the class believes are played only by males or only by females, or played by both males and females, and discussing what is fair and unfair about this segregation, students can make up their own team game that can be enjoyed by both boys and girls.</i>
		C1: Planning and demonstrating ways to enhance family, classroom, and wider school relationships	<i>With teacher support and guidance, the Year 3&amp;4 students plan and help the new entrant/ Year 1 students become familiar with playground /physical activities – finding out their name, showing them safe ways to play, encouraging their involvement in games, (etc) after which students can describe what they did and how they thought this relationship could help the younger students at school.</i>
		D1: Describing different views of gender and families from Māori, Pākehā, Pasifika, and Asian perspectives.	<i>After drawing on the experiences of the diversity of students in the class (or where this is limited, looking at resource material – fictional stories and non-fictional accounts in school journals, video clips etc) and discussing the similarities and differences in gender and families, students can describe ways in which their (families) views on gender are similar to or different from people in other cultures.</i>
		D2: Identifying locally available health care services	<i>After learning about where to get help for different sorts of personal health problems or concerns, students can identify who they would go to first when they are not feeling well (at home and at school), and who they might then need to see (with adult help) for different health problems or concerns.</i>
		D3: Contributing to developing a supportive social environment	<i>After learning about the way the school expects students to behave, and what to do when someone is not being treated fairly, or is doing something unsafe, students as a class can describe and share what they are expected to do in a range of situations (eg if they see someone being bullied or hurt; there is a stranger in the school grounds; if someone is being left out; they see someone crying).</i>
		D3: Describing school values related to inclusion and diversity	<i>After discussing the meaning of the school's motto, mission statement, or values statement (with teacher help and as applicable to the school), students can say how they think their school helps them to be safe and included, whoever they are.</i>

## Sexuality education in senior primary school (years 4-6)

**SEG p22:** At these levels, students will learn about pubertal change and body growth and development. This may include human reproduction. They will learn how to support themselves and others during change and develop a positive body image. They will describe how social messages and stereotypes about relationships, sexuality, and gender affect well-being, and will actively affirm the rights of themselves and others. They will reflect on friendships and plan strategies for positive and supportive relationships. They will identify risks and issues in online and social media environments and question messages related to gender, sexuality, and diversity. They will identify how to access health care. *It is recommended that specific time is dedicated to learning about sexuality.*

<b>NZC Level 3</b> <b>NZC Achievement Objectives</b> from which the suggested sexuality education learning intentions derive	<b>Areas for learning focus</b>	<b>Suggested Learning intentions (SEG p16)</b>	<b>Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)</b>
<b>Students will:</b>  <b>A1 Personal growth and development:</b> Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. <b>A2 Regular physical activity:</b> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. <b>A3 Safety management:</b> Identify risks and their causes and describe safe practices to manage these. <b>A4 Personal identity:</b> Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.  <b>B4 Challenges and social and cultural factors:</b> participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.  <b>C1 Relationships:</b> Identify and compare ways of establishing relationships and managing changing relationships. <b>C2 Identity, sensitivity, and respect:</b> Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. <b>C3 Interpersonal skills:</b> Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.  <b>D1 Societal attitudes and values:</b> Identify how health care and physical activity practices are	<b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b>	A1: Developing knowledge of puberty, and growth and development needs	<p>Note that the indicators at this level assume that students have been introduced to the language of 'hauora' and 'well-being' and have developed some basic ideas about te whare tapa wha model of hauora and the dimensions of well-being this describes.</p> <p><i>After learning through a range of class activities the changes that occur to boys and girls during puberty, students can say what puberty is, how boys and girls change as they go through puberty, and what is similar and what is different for both boys and girls.</i></p> <p><i>In response to these growth and development changes students can describe a range of actions girls and boys might need to take to manage changes at puberty, eg they look after their physical health, get on with other people (social well-being), express positive thoughts and feelings about themselves.</i></p>
	<b>Personal and interpersonal skills and related attitudes</b>	A2: Developing positive body image	<p><i>After considering their age and developmental stage (pre-pubescent/entering puberty), students can describe what helps them to have healthy and positive thoughts and feelings about the way their body looks and what gets in the way of having positive thoughts and feelings about their bodies (eg think of children, teenage and adult images in the media, role models, and messages from family and friends).</i></p>
		A3: Identifying risks and planning safety strategies	<p><i>After exploring the idea of 'risk' in a range of contexts (eg risks to inter/personal safety, physical features of the environment that present risk) students can identify different situations where their safety could be at risk and actions that they can take to stay safe in these situations.</i></p>
		A2 & B4: Affirming diversity and enhancing relationships in games and physical activities	<p><i>While participating in a game or physical activity, students demonstrate a range of skills that enhance the enjoyment and success of the game (eg supporting and encouraging others with different abilities, selecting games that can be played by everyone) and describe why these skills are important for success and enjoyment of the game.</i></p>
		A4: Self-worth: identifying and affirming the feelings and beliefs of self and others	<p><i>After discussing a recent news article about person who was treated badly or unfairly, students can describe how they feel about the situation and what they believe is important for the person's well-being, and on comparing their ideas with others in the class, describe how their ideas are similar or different to at least one other person's ideas.</i></p>
		A4: Describing personal characteristics and gender identities	<p><i>After selecting images of people known personally to students (family and friends) and people in the media (cultural, sports, entertainment, political, achievers in business etc) students can describe through a series of annotations around a picture of the person, what they admire about the person in relation to them being male/female, and any characteristics that have no connection to their gender; Student can describe what they think each person admires about themselves (that would relate in some way to their well-being).</i></p>
		C1: Making friends and supporting others. Being inclusive	<p><i>After learning about the qualities of friendships and the skills needed to maintain friendships, students in groups, can analyse a friendship situation in a TV programme or short story to decide whether or not it is a 'healthy' friendship, and give reasons as to why or why not.</i></p>
	C2: Equity issues: recognising and challenging bullying, stereotypes, and body image messages	<p><i>After learning about different forms of bullying, and discussing which forms the class believe are more of a problem for their school, students select one form of bullying they think is an issue in their school; student can write a letter to the student council (or other group) making recommendations for what needs to change at the school.</i></p>	

<p>influenced by community and environmental factors.</p> <p><b>D2 Community resources:</b> Participate in communal events and describe how such events enhance the well-being of the community.</p> <p><b>D3 Rights, responsibilities, and laws:</b> Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.</p> <p><b>D4 People and the environment:</b> Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p>	<p><b>Knowledge, understandings, and skills to enhance sexual and reproductive health</b></p> <p><b>Understandings and skills to enhance relationships; think critically about sexuality in society</b></p>		<p><i>After learning about what stereotypes are and how they affect the way people feel, students working in groups select one stereotype about a group of students in their school that they think impacts negatively on some students and design a slogan that shows students can describe people using non-stereotypical ideas, images and language.</i></p> <p><i>After listing all of the TV ads and reality-type programmes students can think of that focus on improving people's body appearance, students can identify helpful and unhelpful messages in these media and in groups prepare a bumper sticker that promotes a more realistic and healthy message about body image for their age group.</i></p>
		<p>C3: Assertiveness skills: identifying pressures from others and from own feelings. Demonstrating assertive responses to pressure</p>	<p><i>After learning about the features of assertiveness, and working in groups of 3 where students swap roles from a person being pressured, a person applying pressure and an observer/assessor; students can demonstrate assertive skills in a situation where they are told they cannot do [something] because they are male or female. Peers 'assess' each other and record when each feature of assertiveness is demonstrated, giving feedback on aspects that are demonstrated well, and those that need to be developed.</i></p>
		<p>D1: Recognising media, social media, and consumer influences</p>	<p><i>After brainstorming a list of advertisements aimed at marketing goods to young people their age, and being guided by the teacher through a critical thinking process to understand what the ad is saying or doing to 'make them' want to buy the product, students can select their own example of an advert and write a critique in their learning journal of the ways in which the ad is trying to persuade them to buy the product.</i></p>
		<p>D3: Describing locally available health care services</p>	<p><i>After learning about a range of local health care services in their community, students can list the services that might be relevant for people their age, state what each service provides (why you go there), and what they would need to do to access this service. The compiled list is left on a student noticeboard or school intranet (or other school online sharing site) for reference.</i></p>
		<p>A1 &amp; C1: Choosing, making, maintaining, and changing friends</p>	<p>[Following on from C1 above]</p> <p><i>After discussing situations that hurt friendships (eg based on a story that students read) students are presented with a scenario about a friendship under pressure (or write their own scenario) and in their learning journal make a list of actions they could take to help keep their friends in situations when the friendship is put under pressure.</i></p> <p><i>After further discussion exploring students' ideas about why friends change over time, and the range of feelings people might have when friendships change (often related to why the friendship changed) students select a situation that is familiar to them personally (or know someone to whom it has happened). In their learning journal students record healthy actions that would help them manage the change to their friendship, and one thing they could say to the other person if the friendship ended (to leave in as positive a way as possible).</i></p>
		<p>B4: Exploring how media representations of games and sport can reinforce gender stereotypes</p>	<p><i>After carrying out a survey to determine the proportion of air time given to male and female sports on an evening sports or news show, (or coverage in a local newspaper), and also surveying the types of sports featured, groups of students are able to make a case for whether or not the news programme reinforces gender stereotypes or helps to break them down.</i></p> <p>Each student participates in a group or class debate on whether or not TV (or other media) coverage of sports reinforces gender stereotypes.</p>
		<p>C2: Exploring and critiquing online, social, and popular media representations of gender, sexual orientation, and body image</p>	<p><i>After viewing two popular music videos (one popular with girls and one popular with boys), students can identify what they or others might think about the way males or females are 'supposed' to look in order to be popular, and whether these ideas about appearance apply to children, teenagers, adults or anyone, students can describe how their well-being could be affected if they felt they had to conform to other people's expectations of appearance.</i></p>
		<p>C2: Recognising discrimination and acting to support others</p>	<p><i>After learning about 'discrimination' and how it is similar but different to bullying, students can recognise a situation of gender discrimination (eg in an international news story about the treatment of girls or women), and investigate who deals with cases of discrimination in NZ and how someone who has been discriminated against can make a complaint.</i></p>

		D2: Developing strategies for enhancing family well-being	<i>After revisiting the ideas that 'family' can mean different things to different people and that cultures differ in their understandings about who counts as 'family', students in groups verbally share examples of 'what's good about my family', and what different members of their family do to make it 'good'. In their learning journals, students record the examples from their own family and also write about one idea from another student's family that they would like to introduce to their own family.</i>
		D2: Exploring community events that celebrate and affirm diversity	<i>After students participate in a cultural event at school (or in their community) they write a reflective paragraph in their learning journal describing how the event helped them to better understand people from different cultures; how it may have helped other people to better understand different cultures; and why they think understanding cultural differences is important for promoting well-being.</i>
		D3: Developing harassment policies, including strategies for social media and online contexts	<i>After discussing what students understand about cyber safety and cyberbullying, and why/how this relates to well-being, students learn about the schools approach to cyber safety and the rules and procedures around managing cyberbullying. In groups students prepare and share with the class their response to a cyberbullying scenario that shows they understand their rights and responsibilities if they or someone they know is the victim of cyberbullying.</i>
		D4: Affirming diverse gender identities	<i>Students select someone they admire who is a different gender to them. (This could be done as part of a cross curriculum investigation, especially if it involves historic characters). On an agreed day, students come dressed as that person. If full-dress is not possible, then a mask of their face could be made and used. Through discussion students identify what it is like to be in someone else's clothes – someone they admire but who is a different gender to them. After discussion about whether standing in someone else's shoes is more difficult or less difficult for boys or for girls (and why this might be) students write a reflective comment in their learning journal describing what it was like to be someone of a different gender and why this was the case.</i>

## Sexuality education in intermediate school (years 7-8)

**SEG p22:** At these levels, students will learn how to support themselves and others during pubertal change and develop a positive body image. Intimate relationships and sexual attraction will be discussed and respect and communication skills highlighted. Processes of conception and child birth will be included and students will identify health care resources in the community. Students will critically explore how gender and sexuality messages affect well-being and plan strategies to support inclusion, diversity, and respect in friendships and relationships (including in online environments). Students will analyse how sexuality is represented in social media and mass media, and critique dominant messages. Students will develop assertiveness skills and recognise instances of bullying and discrimination and question and discuss gender norms.

NZC Level 4	Areas for learning focus	Suggested Learning intentions (SEG p17)	Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)
<p><b>NZC Achievement Objectives</b> from which the suggested sexuality education learning intentions derive</p> <p><b>Students will:</b></p> <p><b>A1 Personal growth and development:</b> Describe the characteristics of pubertal change and discuss positive adjustment strategies.</p> <p><b>A3 Safety management:</b> Access and use information to make and action safe choices in a range of contexts.</p> <p><b>A4 Personal identity:</b> Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</p> <p><b>B4 Challenges and social and cultural factors:</b> Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p> <p><b>C1 Relationships:</b> Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</p> <p><b>C2 Identity, sensitivity, and respect:</b> Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</p> <p><b>C3 Interpersonal skills:</b> Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p> <p><b>D1 Societal attitudes and values:</b> Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</p> <p><b>D2 Community resources:</b> Investigate and/or access a range of community resources that support well-being and evaluate the contribution</p>	<p><b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b></p>	<p>A1: Developing knowledge about, and adjusting to pubertal change</p> <p>A1: Managing pubertal change</p> <p>A1 &amp; C1: Exploring concepts of love, attraction, and romance</p>	<p><i>After learning in some detail about pubertal changes, and categorising specific changes at puberty into ‘girls’, ‘boys’ or ‘both’, students can describe the physical and emotional changes experienced at puberty by boys and girls as well as possible social changes.</i></p> <p><i>After learning in more detail about te whare tapa wha model of hauora, students can describe how each dimension of hauora relates in some way to ideas about puberty.</i></p> <p><i>After learning knowledge about and skills for demonstrating strategies for managing change (in other contexts) eg using positive self-talk, expressing feelings, stress management techniques, time management, self-care, goals setting, decision making, problem solving, effective listening and interpersonal communication (etc) students can describe a range of actions girls and boys might need to take to manage changes at puberty,. This includes looking after physical health, getting on with other people (or social well-being), and thoughts and feelings about themselves and how and why this is different to when they were younger (before puberty).</i></p> <p><i>After exploring student understanding of the words love, attraction, and romance; reading and viewing a selection of material such as films, stories, poems, songs (which may link to learning in other learning areas) and video clips that depict ideas related to love, attraction, and romance; and discussing the meaning and messages about love, attraction and romance in these resources, students develop their own definitions of the concepts and express the differences in a visual image. Students share these with others to clarify and expand their understandings.</i></p>
		<p>A1: Developing knowledge about conception</p> <p>A4: Identifying how social messages regarding body image and gender affect self-worth</p>	<p><i>While completing an activity that involves sorting the stages of conception into the correct order, students can explain in general terms the process of and body parts involved in conception.</i></p> <p><i>After exploring meanings of self-esteem and self-worth, and how this relates to well-being, students survey their peers about the messages students their age are receiving about the way they should look, think, feel and act (etc) as males or females, where they get these messages from, and how this makes them feel. After the class has analysed the results students can describe the messages that appear to have the biggest impact on the way students think they should be as male and female, the main source(s) of these messages and how this is affecting students’ feelings of self-worth.</i></p>
		<p>A4: Describing personal gender identity and critiquing media messages about gender, relationships, and sexuality</p>	<p><i>While exploring what is important in their lives – family, friends, interests, their future, choices about clothing, music, what they read, watch, games they play, possessions, sports, hobbies etc, students can describe the things about themselves (their ideas, the choices they make, what they do etc) that somehow relate to their gender and those things that don’t (they are ‘gender neutral’).</i></p> <p><i>After reviewing a selection of youth-oriented media (choose one of advertisements, music videos, internet sites, TV programmes, films, fiction, magazine covers/articles etc) groups of students can identify the main messages that each form of media gives young people their age about gender (being male and/or female); AND/OR groups of students can</i></p>

<p>made by each to the well-being of community members.</p> <p><b>D3 Rights, responsibilities, and laws; D4 People and the environment:</b> Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</p>			<p>identify the main messages that each form of media gives young people their age about romantic or sexual relationships.</p>
			<p><i>After listing a range of possible health and well-being situations or contexts students their age might encounter, whereby they need to access some sort of health service in the community, and learning about a range of local health care services in their community, students can: list the services that might be relevant for people their age, state what each service provides (what would you go there for), what they would need to do to access each service, and use information about the services from the internet to decide which service/s would be suitable for young people in the situations suggested by the class. The compiled list is left on a student noticeboard or school intranet (or other school online sharing site) for reference.</i></p>
			<p><i>After learning what is meant by ‘gender norms’ and participating in PE activities over the period of a school term, students can write a reflection (paragraph) in their learning journal describing and justifying with reasons whether they thought the physical activities in PE provided a balance of activities for all students (gender inclusive, girls, boys) or whether the activities predominantly favoured boys or girls (eg particular sports).</i></p>
			<p><i>After learning about the similarities and differences between harassment and abuse, students analyse short stories (magazine or online articles) about young people who have been harassed or abused, and did what they did about it. After deciding whether the story showed harassment, abuse (or some other form of power imbalance) and identifying the features that the stories had in common for supporting well-being, students are able to apply their knowledge to another harassment or bullying situation to state how the person could act and how others could support them.</i></p>
			<p><i>After a class discussion of risks to safety in online environments, students can plan strategies for supporting self and others when online. These strategies are made available through the school website and utilise key features of digital citizenship.</i></p>
			<p><i>After revising the meaning of ‘stereotypes and recalling previous understandings of the way people are stereotyped based on gender, each member of the class selects an item (photo or article) about an individual who has been in the news during the past week, and a couple who have featured. In groups students can analyse the gender stereotypes in the stories as well as non-stereotypical features.</i></p> <p><i>After questioning by the teacher about the articles showing couples, students can, in group, identify stereotypical features like different sex couples dominate, female younger than male (etc), and any non-stereotypical features of couples.</i></p> <p><i>In their learning journal students can write a reflective summary stating how stereotypes may affect the way people feel about themselves as male or female, and in relationships.</i></p>
			<p><i>After developing understanding of terms such a ‘rights’, ‘responsibilities’, ‘greater good’, fairness’ in relation to how these ideas relate to well-being, and participating in a values continuum activity based on situations focused on these ideas, students can write their own responses to questions like - What are my rights in friendships and relationships? How does protecting my rights support my well-being? If exercising my individual rights interferes with the well-being of others individual rights what should I do?</i></p>
			<p><i>After brainstorm of language students use to describe different sorts of friendships and relationships, including romantic/intimate relationships, and further class discussion to develop understanding around the similarities and differences between friendships and relationships, and what is meant by intimate, romantic, sexual (and casual) relationships, students can construct a type of word map or a ‘directory’ that explains how all of these terms relate to each other (same and different meanings, what sort of relationships they apply to etc).</i></p> <p><i>After developing understanding that an intimate relationship can be a close friendship or family relationship or it can refer to a romantic and sexual relationship, students can identify the features of different types of intimate relationships and the ways these contribute to people’s well-being.</i></p>
			<p>D2: Accessing health care agencies and evaluating their roles</p>
			<p>B4: Participating in physical activities and reflecting on the links between various physical activities and gender norms</p>
<p>B4: Exploring different cultural perspectives on gender and sport</p>			
<p>A3: Recognising and dealing with harassment and abuse, including in online and social media contexts</p>			
<p>A3 &amp; C2: Planning strategies for supporting self and others in online environments</p>			
<p>A4: Identifying the influence of gender and sexuality stereotypes on self-worth</p>			
<p>C2: Supporting the rights and feelings of self and others</p>			
<p>C3: Identifying the importance of positive and supportive intimate and family relationships</p>			

		<p>C3: Demonstrating assertiveness and problem-solving skills applicable to family relationships, friendships, and intimate relationships</p>	<p><i>After learning about problem solving strategies (eg solving a problem of your own and solving a problem you share with someone else), students identify a range of family and friendship situations familiar to them that presented them with a problem that needed to be solved. In groups students discuss how a selection of these problems could be solved. In their learning journal students can select another situation that presents a problem and identify how they would go about solving the problem in a way that supported their own well-being and that of others involved in the situation.</i></p> <p><i>After further discussion students identify the sorts of problems that might be encountered by young people their age in situations involving intimate relationships (including situations where people are not be in an intimate relationship – and most are not – as well as young people in intimate relationships) and, in groups, student can select a scenario discussed by the class and work through a problem solving process to reach an outcome that will support well-being. [See below for assertiveness skills.]</i></p>
		<p>C3: Identifying pressures in intimate relationships and developing assertiveness skills</p>	<p><i>[Continued from above] After discussing the sort of pressure and expectations on pre-teens/young teens to be in intimate (romantic/sexual) relationships, eg is it really expected, where this pressure comes from, is it appropriate for this age group to be in an intimate relation (who says it's OK and who says is isn't) what sort of relationships dominate these expectations (same or opposite sex/sexual or romantic but without sex), assertiveness skills are revised and students can rehearse assertiveness skills using relationship pressure scenarios developed by students using situations relevant to young people their age. Rehearsal is peer assessed as described for Level 3.</i></p>
		<p>D1: Recognising lifestyle factors, media influences, and stereotypes</p>	<p><i>After learning what is meant by 'lifestyle factors' (ie personal choices people make) and brainstorming ways the media influences or shapes what people do and think (eg in relation to being male or female) students design and conduct a survey of their peers (or alternatively their family and other adults) about what people think and feel about stereotypical images and messages in the media, what they do or don't do in response to these images and messages, and why. In groups students summarise their results and report back to the class their conclusions about the ways the media stereotypes are or are not influencing people's actions and their well-being.</i></p>
	<p><b>Understandings and skills to enhance relationships; think critically about sexuality in society</b></p>	<p>A3: Dealing with harassment</p>	<p><i>After learning how harassment is similar to but different from bullying and discrimination, and viewing the schools policy and procedures for dealing with harassment, students can pick situations of harassment from a list of behaviours and recall the schools procedures for dealing with harassment.</i></p>
		<p>A4: Critiquing dominant messages about body image and body size, and affirming diversity</p>	<p><i>After carrying out a survey of body sizes included in (one of) TV ads at prime time, or during children's screening times, or popular music videos, or current favourite TV programmes, students working in groups can draw conclusions about the dominant messages about body size.</i></p> <p><i>After learning about what it means to 'affirm diversity', students can identify and share possible ways to resist these messages (above) and promote a healthy body image for everyone in the class/school.</i></p>
		<p>C1: Recognising the effects of changing roles on relationships</p>	<p><i>After exploring the roles people have in a friendship (ie the role of a friend), or in a relationship (ie the role of a romantic partner), as well as the ways pre-teen and young teen friendships and relationships change over time and the reasons for this, students can describe how changes in one friendship and/or relationship impact on their other friendships or relationships.</i></p>
		<p>D1: Critiquing gendered and sexualised media images</p>	<p><i>After discussion the dominant messages about gender and sexuality that features in music videos, students working as a class design a checklist with which to critique music videos to answer the question, does this video give healthy messages? Why or why not? Selecting a favourite music video each student can use the list to analyse their video, and draw conclusions about whether or not the video is giving healthy messages about being male and female and being in relationships.</i></p>
		<p>D3: Developing policies for supporting diversity of gender</p>	<p><i>After surveying the range of sport sports able to be played by girls and boys in the school, or the suitability of the school uniform for all students, students write a letter to the Principal and BoT advocating changes (based on what their survey showed).</i></p>

## Sexuality education in junior secondary school (years 9-10)

**SEG p23:** At these levels, students will learn about intimate relationships and explore positive sexual health. They will learn to manage their own sexual health and how to access health care. Long-term and short-term effects of sexual decisions will be examined. Programmes will include content covering conception, contraception, sexually transmissible infections, and other aspects of sexual decision-making. Programmes will affirm sexual diversity and gender identity. Students will learn about the physical and emotional effects of sexual identity, sexual attraction, and sexual maturation. Students will critique dominant cultural messages about sexual behaviour (including those in mass and online media) and identify skills for positive and supportive intimate relationships. Human rights, consent, and the importance of choice and agency in relationships will be discussed. Online and social media environments will be explored and students will plan strategies for positive and supportive engagement. Strategies for seeking help and support will be planned.

A key aspect of the learning progression at junior secondary level is in the ways the learning becomes more and more interconnected as the underlying concepts come together and explicitly shape knowledge. Learning from previous levels is revisited and deepened with more connections being made between aspects of the learning. None of these indicators sits in isolation of other learning in Health (and sexuality) Education.

NZC Level 5	Areas for learning focus	Suggested Learning intentions (SEG p18)	Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)
<p><b>NZC Achievement Objectives</b> from which the suggested sexuality education learning intentions derive</p> <p><b>Students will:</b></p> <p><b>A1 Personal growth and development:</b> Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</p> <p><b>A2 Regular physical activity:</b> Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.</p> <p><b>A3 Safety management:</b> Investigate and practise safety procedures and strategies to manage risk situations.</p> <p><b>A4 Personal identity:</b> Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</p> <p><b>B4 Challenges and social and cultural factors:</b> Investigate and experience ways people’s physical competence and participation are influenced by social and cultural factors.</p> <p><b>C1 Relationships:</b> Identify issues associated with relationships and describe options to achieve positive outcomes.</p> <p><b>C2 Identity, sensitivity, and respect:</b> Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.</p>	<p><b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b></p>	<p>A1: Developing knowledge about sexual maturation – physical, mental, emotional, social</p>	<p>It is expected that students in Years 9&amp;10 are working toward achieving at NZC Level 5 in preparation for Year 11 and NCEA Level 1 (NZC Level 6).</p> <p><i>After recapping the whare tapa wha model of hauora and changes at puberty, students explore what is meant by ‘adolescence’ and being a teenager, and the ongoing changes that occur beyond puberty. In groups students can mind-map a range of ideas that link changes during adolescence (or the teenage years) with the four aspects of well-being.</i></p>
		<p>A1: Identifying strategies for building resilience</p>	<p><i>After revisiting and revising prior learning about the knowledge and skills students need to manage changing situations, students are introduced to the concept of resilience, what it means, and the factors that help build resilience. In relation to situations selected (from the learning noted above) around adolescent changes, including relationships, students can identify a range of strategies that would help build resilience as they manage adolescent changes, and changes to friendships and relationships. These are recorded in the student’s learning journal for future reference.</i></p>
		<p>A2: Describing how physical activity contributes to positive body image</p>	<p><i>After revising understandings of body image and what impacts on teenagers body image, and brainstorming possible connections between participation in different forms of physical activity (including competitive and social sport, and informal recreational activities) and ideas about body image, students as a class identify the aspects of physical activity that promote a healthy body image [and take action to change aspects that contribute to a negative body image – see Strand D]</i></p>
		<p>A3: Developing knowledge about decision making in intimate relationships, including sexual intimacy, conception, and contraception</p>	<p><i>After discussing what’s good about not being in a romantic/sexual relationship and what’s good about it, as well as exploring reasons why young people may or may not engage in intimate sexual activity if they are in a relationship, students can describe (in their learning journal):</i></p> <ul style="list-style-type: none"> <li>• What they think is good/not so good about being in a relationship.</li> <li>• Why they may/may not engage in a relationship.</li> <li>• Why/why not they think young people would choose to be sexually intimate.</li> </ul> <p><i>After exploring what is meant by ‘being romantic’, ‘sexually intimate’ and ‘having sex’, and the many behaviours these ideas include, in groups, students can identify a range of intimate behaviours that show they are attracted to another person, without having to having to be sexually intimate or ‘have sex’ with them.</i></p> <p><i>After exploring what ‘sexual readiness’ means, students can identify a list of factors young people need to consider before deciding to become sexually intimate with someone, or ‘have sex’ with them.</i></p> <p><i>After being introduced to a range of contraceptive methods, students can describe some features, advantages, disadvantages of these and how to access contraceptives.</i></p>

<p><b>C3 Interpersonal skills:</b> Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.</p> <p><b>D1 Societal attitudes and values:</b> Investigate societal influences on the well-being of student communities.</p> <p><b>D2 Community resources:</b> Investigate community services that support and promote people’s well-being and take action to promote personal and group involvement.</p> <p><b>D3 Rights, responsibilities, and laws:</b> Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.</p> <p><b>D4 People and the environment:</b> Investigate and evaluate aspects of the school environment that affect people’s well-being and take action to enhance these aspects.</p>		<p><i>After learning about effective condom use, students can demonstrate the effective use of condoms (using a condom demonstrator), stating why each step of the process is necessary for the prevention of unplanned pregnancy and the transmission of STIs.</i></p> <p><i>Drawing on previous learning about interpersonal communication skills (assertiveness, problem solving, effective listening, and negotiation) students can prepare and rehearse a script to demonstrate how they would ask a partner to use a condom.</i></p> <p><i>After discussing what it means to ‘make a health-enhancing (or healthy) decision’ students learn how to use a basic decision making model that includes identifying different options for actions to be taken, feelings about these options, consequences if this option was selected, which option would result in the healthiest outcome given the situation, and why. Using scenarios developed by the class (from the activities and learning above), or a situation featured in a recent news story, students can apply a decision making model to a relationship situation to make a healthy decision.</i></p> <p><i>In conjunction with learning about the effects of alcohol on the body how it reduces sexual inhibitions, and how it impacts on inter-personal communication, students can demonstrate the use of a decision making process (written or skills demonstration/roleplay) to manage a potentially unsafe sexual situation involving alcohol.</i></p>
	A3: Identifying risks in online and social media environments and acting in ways to enhance well-being	<p><i>After watching a cyber safety video, students can identify a range of risks to personal safety when online/engaging with social media and devise a range of appropriate responses to enhance well-being in online environments. These responses are recorded in the learning journal for future reference.</i></p>
	A4: Self-worth: investigating mana, body image, culture, sexual attraction, sexual orientation, and gender	<p><i>After reviewing language students already know related to understandings of gender and sexual identities, and being introduced to further language where gaps are identified, students can demonstrate knowledge of appropriate terms to describe diverse sexual and gender identities.</i></p> <p><i>After revisiting understandings of self-worth and its links to well-being, and exploring what ‘identity’ means, students can describe or convey to others aspects of their own identity (that they are willing to let others know about), using any medium that relates to their identity (written, oral, visual, performance, digital, physical etc) in their learning journal, students can describe how these ideas about their identity relate to their own sense of self-worth.</i></p> <p><i>After sharing their expression of their identity with their group or class, students select a character in a video (or other form of story) in which they describe the identity of the person and why this is important to their self-worth, and then describe what is similar and what is different to their own identity and how this affects the way they describe the other person.</i></p>
	<p><b>Knowledge, understandings, and skills to enhance sexual and reproductive health</b></p>	<p>A1: Managing sexual health</p> <p>A3: Investigating safety procedures and strategies for sexual health, including access to health care, contraception, issues of consent</p>
	<p>C3: Assertiveness skills: negotiating intimacy, resisting pressure, care, and respect</p>	<p><i>After revising assertiveness skills, and learning skills for negotiation, and what it means to give constructive feedback (that considers the feelings and position of the other person) students can demonstrate the application of the combination of assertiveness and negotiation skills to situations involving sexual pressure. [Skills demonstration is peer assessed as described with NZC Level 3].</i></p>
	<p>D2: Investigating health services</p>	<p><i>After listing a range of possible sexual health and relationship situations students their age might encounter, whereby they need to access some sort of health service in the school or community, and learning about a range of local health care services in their school and community, students can: list the services that might be relevant for people their age,</i></p>

<p><b>Personal and interpersonal skills and related attitudes</b></p>		<p>state what this service provides (what would you go there for), what they would need to do to access this service, and use information about the service from the internet (where relevant) to decide which this service would be suitable for young people in the situations suggested by the class. <i>The compiled list is left on a student noticeboard or school intranet (or other school online sharing site) for reference.</i> [Link to AO D4]</p>	
	D3: Identifying rights and responsibilities in all relationships, including intimate relationships	<p><i>After revising what is meant by a ‘right’ and a ‘responsibility’ and how these ideas go hand in hand, students, in groups, can decide and describe the rights and responsibilities of people in a range of relationship scenarios.</i></p>	
	B4 & D4: Investigating gender and sexuality issues in sport and physical activity, and instigating inclusive practices	<p><i>After selecting a recent sport and physical activity incident reported in the news, or an event where questions were raised about gender or sexuality issues, students in groups make a case for whether or not the situation was ‘inclusive’.</i> [See C2 below] <i>When participating in games, student can use inclusive practices [see D4 for example around using inclusive language].</i></p>	
	C2: Understanding the influence of attitudes and values on the safety of self and others	<p><i>After learning what is meant by an ‘attitude’ or a ‘value’ and exploring the meaning of the HPE learning area A&amp;V of respect, care and concern for other people, what is meant by being ‘fair’, ‘non-discriminatory’ and ‘inclusive’ and how students would recognise these, as well as discussing what is meant by being ‘safe’ in relationships, students can link ideas about people’s attitudes and values with being and feeling safe in a relationship through personal writing about a real or an imagined situation.</i></p>	
	C1: Identifying a wide range of issues in intimate relationships and planning strategies for positive outcomes	<p><i>After exploring the meaning of a range of words associated with feelings and behaviours when attracted to someone and/or being in a relationship (love, lust, romance, attraction, infatuation, intimacy etc), students can use suitable terms to describe a range of relationship situations, and identify which terms would be associated with a healthy relationship.</i></p> <p><i>After mind mapping situations that might arise for young people their age considering or already involved in a romantic or sexual relationship (eg at the start, breaking up, how far to go, whether or not to have sex, what others think, how to make time, what about my friends, etc), working in pairs students select a situation, write a ‘agony aunt’ type letter to a magazine column based around that situation (one that could be relevant to students at their school), and provide the response from the agony aunt that gives practical ideas for managing the situation. All responses are compiled into a digital resource that can be shared with all students at the school.</i></p>	
	<b>Understandings and skills to enhance relationships; think critically about sexuality in society</b>	D1: Describing different views of gender and sexual identity from Māori, Pākehā, Pasifika, and Asian perspectives	<p><i>After reading a short story or article, viewing a video, or hearing a speaker talk from a different cultural perspective (different to the majority of cultures represented in the class) on what it means to be male or female in a particular culture, or what it means to have a sexual identity the same as or different to the majority, students can describe the challenges some people face being male or female and/or expressing their sexual identity and what helps people be ‘who they are’.</i></p>
	D1: Evaluating societal (including online) messages about bodies, gender, and sexual identity, and questioning and discussing stereotypes and narrow social norms	<p><i>After revisiting understandings about stereotypes and social norms and how these can affect well-being, and reviewing student interest about a range of issues, in groups student select one issue of interest and concern to them (eg what youth oriented websites tell us about body size and appearance, or what the dominant messages in our school say about being straight or gay, or what do comments on our [social media] pages tell us about what our friends think about body appearance or sexual identity) students can identify whether or not the messages young people are getting are helpful, healthy and fair, (and if not, what can be done about it – see D4 below).</i></p> <p><i>After learning about what is meant by ‘pornography’, students draw on what they know and have heard to discuss why the young people’s viewing of internet (or other) pornography is a social concern. Drawing on prior learning of skills and strategies for assertiveness, problem solving, and advocacy, students can describe actions they can take personally and as a group to challenge the behaviours and attitudes of peers who view pornography.</i></p>	
	D3: Identifying legalities in relation to sex and relationships, including issues of consent	<p><i>After identifying possible information websites (Youth Law, Citizen’s advice, Family Planning, Police, etc) that provide information about legal issues related to sex and sexuality, students can describe useful websites for people their age and the sort of information each provides for young people.</i></p>	

			<p><i>After class discussion identifying a range of situations where students might need to know about legal ages or other legal information related to sex, sexuality and relationship situations that may affect them, students each contribute to a class 'legal ages' poster for the classroom.</i></p>
		<p>D4: Planning and carrying out actions that support diverse gender and sexual identities</p>	<p><i>After surveying peers use of derogatory/put down language related to sexual orientation and/or gender (eg sitting in a busy area of the school during lunchtime and ticking off every time a sexual putdown word is heard over a period of time), students, as a class, make a plan to reduce the amount of sexual put down language used at school, firstly by raising awareness about the issue through the school intranet or other social media sites the students use, saying why the school needs to take action to better support the diversity and well-being of all students (and staff and families of students) by using non-discriminatory language, and suggesting what people can say when they hear others use such language (how to use an "I" statement to request a behaviour change). Advertising of support groups and websites for diverse sexual and gender identities would also be included in the online promotion. In their learning journal students can describe their contribution to the planning and implementation, and reflect on the outcomes and effectiveness of their actions.</i></p>
		<p>D4: Evaluating the availability of health and student support services in the school and local community</p>	<p><i>After exploring the range of health and student support services available in the school and local community, students can identify any barriers in access, describe the features of the available services and explain how access to services enhances well-being and prepare a letter advocating for any changes needed to overcome identified barriers.</i></p>

## Sexuality education in senior secondary school (years 11-13)

**SEG p23:** At this level students will critically analyse a wide range of issues relating to gender, sexuality, and sexual health. They will explore pressure, social norms, gender identity, and cultural issues relating to sexual health. They will evaluate community agencies, the politics of sexuality and sexual health, and recognise positive and supportive intimate relationships. Students will critically analyse issues of safety and risk, and research positive sexual health practices. Future sexual health needs will be identified and cultural norms critiqued. Students at this level will be working across the school to affirm diversity, human rights, and positive sexuality, as well as to advocate for access to support and health care.

A key aspect of the learning progression at senior secondary level is in the ways the learning becomes more and more interconnected as the underlying concepts come together and explicitly shape knowledge. Learning from previous levels is revisited and deepened with greater coherence and connections being made between all aspects of the learning. None of these indicators sits in isolation of other learning in Health (and sexuality) Education.

### Achievement Standard Matrix (for reference)

Note that at senior secondary school level, the ways students collect and document (written) evidence of their learning is closely linked to the processes required to meet NCEA assessment demands. It is assumed students will keep a paper-based and/or digital learning journal/ learning portfolio. For this reason the mode in which students provide evidence of learning is not included, unless it is something other than a written record of their learning.

The curriculum AOs and the Achievement Standards, especially at NZC Level 7/NCEA Level 2 and NZC Level 8/NCEA Level 3 make extensive use of the verbs ‘analyse’ or ‘critically analyse’. For NCEA purposes the meaning and intent of these requirements is expanded in the explanatory notes. There is a potential tension between the NZC AO intent which applies the (critical) analysis to a selected aspect of the learning, versus the Achievement Standard approach where the (critical) analysis applies to a body of learning arising from a combination of AOs brought together in a connected and coherent account of a selected health or well-being context or situation. This tension is noted but not resolved in this resource at this time.

Level 1	Level 2	Level 3
AS90971 ( <b>Health 1.1</b> ) Take action to enhance an aspect of personal well-being. 3 credits, Internal	AS91235 ( <b>Health 2.1</b> ) Analyse an adolescent health issue. 5 credits, External	AS91461 ( <b>Health 3.1</b> ) Analyse a New Zealand health issue. 5 credits, Internal
AS90972 ( <b>Health 1.2</b> ) Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. 4 credits, External	AS91236 ( <b>Health 2.2</b> ) Evaluate factors that influence people’s ability to manage change. 5 credits, Internal	AS91462 ( <b>Health 3.2</b> ) Analyse an international health issue. 5 credits, External
AS91097 ( <b>Health 1.3</b> ) Demonstrate understanding of ways in which well-being can change and strategies to support well-being. 4 credits, Internal	AS91237 ( <b>Health 2.3</b> ) Take action to enhance an aspect of people’s well-being within the school or wider community. 5 credits, Internal	AS91463 ( <b>Health 3.3</b> ) Evaluate health practices currently used in New Zealand. 5 credits, Internal
AS90973 ( <b>Health 1.4</b> ) Demonstrate understanding of interpersonal skills used to enhance relationships. 5 credits, Internal	AS91238 ( <b>Health 2.4</b> ) Analyse an interpersonal issue(s) that places personal safety at risk. 4 credits, External	AS91464 ( <b>Health 3.4</b> ) Analyse a contemporary ethical issue in relation to well-being. 4 credits, Internal
AS90974 ( <b>Health 1.5</b> ) Demonstrate understanding of strategies for promoting positive sexuality. 4 credits, Internal	AS91239 ( <b>Health 2.5</b> ) Analyse issues related to sexuality and gender to develop strategies for addressing the issues. 5 credits, Internal	AS91465 ( <b>Health 3.5</b> ) Evaluate models for health promotion. 5 credits, External
AS90975 ( <b>Health 1.6</b> ) Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. 4 credits, External		All Level 3 Achievement Standards can use sexuality or gender themes (although the context for the externally assessed AS91462 may restrict this in any one year).

<p><b>NZC Level 6</b>  <b>NZC Achievement Objectives</b> from which the suggested sexuality education learning intentions derive</p>	<p><b>Areas for learning focus</b></p>	<p><b>Suggested Learning intentions (SEG p19)</b></p>	<p><b>Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)</b></p>	<p><b>NCEA links</b>                      Contributes to learning that could be assessed by these Achievement Standards</p>	
<p><b>Students will:</b></p> <p><b>A1 Personal growth and development:</b> Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.</p> <p><b>A3 Safety management:</b> Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.</p> <p><b>A4 Personal identity:</b> Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p> <p><b>C1 Relationships:</b> Demonstrate an understanding of how individuals and groups affect relationships by influencing people’s behaviour, beliefs, decisions, and sense of self-worth.</p> <p><b>C2 Identity, sensitivity, and respect:</b> Plan and evaluate strategies recognising their own and other people’s rights and responsibilities to avoid or minimise risks in social situations.</p> <p><b>C3 Interpersonal skills:</b> Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.</p> <p><b>D1 Societal attitudes and values:</b> Analyse societal influences that shape community health goals and physical activity patterns.</p> <p><b>D2 Community resources:</b> Advocate for the development of services and facilities to meet identified needs in the school and the community.</p> <p><b>D3 Rights, responsibilities, and laws:</b> Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community.</p> <p><b>D4 People and the environment:</b> Investigate the roles and the effectiveness of local,</p>	<p><b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b></p>	<p>A4: Celebrating individuality and affirming diversity</p>	<p><i>To revise te whare tapa wha model of hauora and apply it to sexuality situations</i>, students can describe how each dimension of hauora relates to sexuality (and gender) for two very different people giving focus to what people think, feel and do (eg a female from one culture and a male from a different culture, or a young person who is gay/lesbian and one who is straight). Students can describe how the dimensions inter-connect for each person and in so doing highlight aspects of their individuality.</p>	<p>Understanding and application of hauora is potentially required for all Level 1 AS</p>	
	<p><b>Knowledge, understandings, and skills to enhance sexual and reproductive health</b></p>	<p>A1: Reflecting on personal values and choices</p>	<p><i>After participating in values continuum activities exploring a range of sexuality issues and situations, students can reflect on their own values about a selection of sexuality related situations and write reflective comments (in their learning journal) to say what they believe is important (what they value) and why, and how this is similar or different to others values.</i></p>	<p>Applying understanding of values is required for all Level 1 AS</p>	
		<p>A1: Maintaining and enhancing well-being in intimate relationships, including rights and responsibilities</p>	<p><i>After revisiting understandings of rights and responsibilities</i>, students can describe the rights and responsibilities of people in a range of different relationship situations [See also D2 below]</p>	<p>AS90974</p>	
		<p>A1: Making choices about sexual activities</p>	<p><i>After revisiting the steps of decision making</i>, students can use a decision-making process to make a reasoned decision about involvement in sexual activities.</p>	<p>AS90975</p>	
		<p>A3: Identifying risks and developing skills for safer sexual practices, including preventing pregnancy and sexually transmissible infections</p>	<p><i>After revising understanding that ‘sexual health’ includes preventing unplanned pregnancy and preventing sexually transmissible infections (and an overview of the sorts of conditions called STIs), and being introduced to a range of contraceptive and STI-prevention methods</i>, students can describe some features, advantages, disadvantages of these methods and how to use and access them.</p> <p><i>To manage potentially risky sexual situations</i> students can demonstrate the use of interpersonal skills such as negotiation of condom use [see C3 below].</p>	<p>AS90973 AS90974</p>	
		<p>D2: Evaluating community sexual health and support agencies</p>	<p><i>After identifying a range of sexual health and relationship situations students their age might need professional help to manage, and the services available to young people in their school and community (finding out what this service provides (what would you go there for), what students would need to do to access this service, and any other information about the service from the internet (where relevant) to decide which service would be suitable for young people)</i>, students can identify services in their school and community that are not available or accessible to young people and write to a local health provider making recommendations to make this service more available/accessible.</p>	<p>AS90974</p>	
		<p><b>Personal and interpersonal skills and related attitudes</b></p>	<p>A1: Problem-solving and decision-making in relation to sexual activity and changes</p>	<p><i>After learning about a range of problem solving models (eg problems that belong to an individual, or problems shared between two or more people)</i> students can apply a relevant problem-solving model to respond to conflict or pressure in a relationship scenario.</p>	<p>AS90973 AS90975</p>
			<p>A3: Identifying risks and planning for safe engagement in a range of social contexts (for example at parties)</p>	<p><i>After investigating the Health Promotion Agency (HPA) recommendations for planning safe parties</i>, students can identify aspects of the planning that have particular relevance for their sexual and social safety.</p>	<p>AS90974 AS90975</p>

national, and international organisations that promote well-being and environmental care			<i>Drawing on prior learning about decision making and the personal management and interpersonal communication skills needed to put decision making into action, students can apply a detailed understanding of a decision making process to a sexual situation involving alcohol use, to make a health enhancing decision and evaluate why this was the most health enhancing decision in this situation.</i>	
		A4: Demonstrating understanding of personal identity factors: gender, sexual identity, and friendships	[Adding to A4 above] <i>After exploring a range of factors (personal/internal factors, interpersonal factors shaped by friends and family and other people, and societal factors like culture and media) that 'influence' or 'affect' or give shape to people's identity and well-being, students can, for each of their descriptions that link aspects of sexuality and gender to the dimensions of hauora, suggest a factor that has influenced this aspect of the person's individuality.</i>	Basic understandings of personal, interpersonal, and societal factors are potentially required for all L1 AS
		C2: Identifying influences and pressures, including family, media, youth cultures, online	[Continuation of above] <i>After reading a short story, viewing a film or TV programme about a young person (with themes in the story related to sexuality and/or gender), students can identify factors that are positively and negatively influencing the well-being of the character(s) in the story. Students can (also) identify actions or strategies that minimised risky situations, and/or showed when the character was exercising their rights and responsibilities in a way that supported their well-being.</i> [See also C2 below]	
		C2: Taking responsibility	[See A1 above]	
		C3: Demonstrating interpersonal skills for responding to needs, changes, and challenges	<i>After revising a range of interpersonal communication skills – effective listening, assertiveness, 'I' statements, negotiation, giving feedback, and shared problem solving students, working in small groups, can apply a relevant combination of skills in a rehearsal/skill demonstration to respond to conflict or pressure in a relationship scenario.</i> [Demonstration of skills is peer assessed.]	AS90973 AS91097
		C3: Demonstrating interpersonal skills to advocate for others' rights	[Added to above] <i>After learning what it means to 'advocate' for someone or something, students identify a sexuality related situation where they and others might need to advocate for change to ensure another person's rights are observed eg a bystander stepping in to take action when someone is being bullied about their sexual orientation or body appearance, or someone is being treated unfairly because of their sexual or gender identity; students, can apply a relevant combination of skills in a rehearsal/skill demonstration to respond to conflict or pressure in the scenario.</i> [Demonstration of skills is peer assessed.]	AS90973 AS90974
		D1: Analysing influences affecting pregnancy, screening, and other aspects of sexual health	<i>After searching on the internet for recent local/NZ news articles about sexual health topics eg unplanned pregnancy or STI statistics, rates of cervical or prostate screening, students can analyse the information in the article to identify likely influences on why these well-being situations are not improving, or getting better or worse.</i>	
	<b>Understandings and skills to enhance relationships; think critically about sexuality in society</b>		A1: Investigating the reasons for choices that other people make	[See C2 story or film activity above]
		C2: Recognising different values and taking responsibility	<i>After revising what 'values' are and exploring how to recognise a person's values (eg through a continuum activity that highlights how people think and believe different things about a situation), students can recognise the values of someone in a sexuality or gender situation (eg the male in a relationship thinks he should make all the decisions and his girlfriend should do as she's told because that's what his culture has taught him, or the school's top sports team always uses homophobic language as part of the way the communicate on and off the field)</i>	AS90974

			and identify the responsibilities of each of the people in the situation to ensure a healthy outcome for everyone involved.	
		C3: Planning strategies and demonstrating interpersonal skills for responding to needs and challenges	[See C3 activities and indicators above]	AS90973 AS90974
		D1: Advocating for health services and the promotion of diversity in the school and community	<i>After collecting school data that showed non-heterosexual students were not supported in the school (and reading a recent research report saying the same thing) students discussed ways they could better promote acceptance of and respect for diversity in the school. They decided that they couldn't do this by themselves so as a class agreed they could raise awareness of the issue around the lack of inclusiveness of diversity but they needed the teachers and principal to bring about some changes as well. Through writing letters to the principal and BoT requesting a change to [xxx] students showed they can identify factors that affect the well-being of students and how to act in ways that have the potential to bring about change.</i>	AS90974
			[For health services see Level 5 activities and indicators]	
		D3: Comparing and contrasting different values regarding sex, intimacy, and gender identities, and taking ethical standpoints	<i>After learning about school policies and national laws related to protecting people's rights in sexuality and gender situations, and after locating and discussing recent news articles that show examples of people being in breach of policies, rules, and laws (eg people being denied a job because of physical appearance, transgender people experiencing lack of suitable toilet facilities at school/in the community, conservative cultural values denying rights for same sex attraction etc) student can describe the differences between what the law says and what some people believe (is right or wrong), and how laws (or rules and policies) contribute to people's safety in the school and/or community.</i>	AS90974
		D3 & 4: Investigating community initiatives and organisations, human rights, and laws related to gender, equity, and sexual diversity	<i>After students are guided toward a basic understanding of the NZ Human Rights Act (particularly around discrimination), what it protects in relation to gender and sexuality situations (making use of websites such as the Human Rights Commission, Citizens Advice Bureau, and Youth Law), the Employment Act (related to harassment issues), and finding out what United Nations Convention of the Rights of the Child (UNCROC) is for, students engage in a class brainstorm to identify what they know about current organisations, events and programmes aimed at supporting people in gender or sexuality related situations. With teacher guidance, groups of students each investigate a different organisation, service, programme, event (etc) so that students can prepare an overview of the organisation and its services (as relevant) share what it is their selected organisation (etc) does, and how it supports well-being. Each group's summary is compiled into a digital resource for sharing.</i>	AS90974

<h2>NZC Level 7</h2>	Areas for learning focus	Suggested Learning intentions (SEG p20)	Possible indicators to show the learning intention has been achieved (and how learning develops across the levels)	<b>NCEA links</b> Contributes to learning that could be assessed by these Achievement Standards
<p><b>NZC Achievement Objectives</b> from which the suggested sexuality education learning intentions derive</p> <p><b>Students will:</b></p> <p><b>A1 Personal growth and development:</b> Assess their health needs and identify strategies to ensure personal well-being across their lifespan.</p> <p><b>A3 Safety management:</b> Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.</p> <p><b>A4 Personal identity:</b> Critically evaluate societal attitudes, values, and expectations that affect people’s awareness of their personal identity and sense of self-worth in a range of life situations.</p> <p><b>C1 Relationships:</b> Analyse the nature and benefits of meaningful interpersonal relationships.</p> <p><b>C2 Identity, sensitivity, and respect:</b> Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people’s choices at individual, group, and societal levels.</p> <p><b>C3 Interpersonal skills:</b> Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.</p> <p><b>D1 Societal attitudes and values:</b> Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have.</p> <p><b>D2 Community resources:</b> Evaluate school and community initiatives that promote young people’s well-being and develop an action plan to instigate or support these.</p> <p><b>D3 Rights, responsibilities, and laws:</b> Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community.</p>	<b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b>	A1: Identifying lifespan issues	<i>After discussing and revising in groups how each dimension of hauora is linked to aspects of sexuality for younger people, students draw on ideas from their own families, TV programmes, films an books to identify sexuality considerations across the lifespan and with possible male and female differences. Students can relate aspects of sexuality across the lifespan to each dimension of hauora, highlight what changes over time and what stays the same, what is different for males and females.</i>	AS91237 AS91239
		A3: Identifying risks in intimate relationships	<i>After gathering survey data about young people’s viewing of pornography, and viewing a recent documentary, students are able to identify ways pornography is impacting on what young people think is ‘normal’ sexual behaviour and how this is putting well-being at risk.</i>	AS91239
		A4 and C2: Critically evaluating beliefs, attitudes, and practices that reinforce stereotypes and influence choices	<i>After developing understanding of the difference between attitudes, values, beliefs and actions/behaviours, and after exploring a selection of social situations eg families, friendship or interest groups, schools, sports clubs etc, or investigating different forms of media that feature situations involving considerations of gender and/or sexuality, students can recognise stereotypical attitudes related to gender and/or sexuality in a range of situations and identify the values and beliefs of people that perpetuate and reinforce sexual and gender stereotypes.</i>	AS91239
		A4: Critically evaluating how social and historical gender and sexuality norms continue to affect identities and practices	<p>[In conjunction with A4/C2 above]</p> <i>After developing understanding of the concepts of gender roles and heteronormativity investigating the way some gender and/or sexual stereotypes have remained (and changed) over time students can describe how gender and sexuality ‘norms’ persist in communities or in wider society, and how these impact on the well-being of individuals, groups, and society as a whole .</i> <p><i>After learning what the terms heterosexual, homosexual (and other associated sexual identity language) and ‘heteronormative’ mean, students each ‘analyse’ one copy of a magazine (that they would often look at and read), a film they are viewing or book they are reading (either for learning in English, or for their own entertainment), or a TV programme they regularly watch, for the number of relationships that show opposite and same sex couples. On sharing all analyses carried out by the class students can draw conclusions about and justify whether or not the combination of literature they read/TV or films they watch are ‘heteronormative’.</i></p>	AS91239
	A4: Evaluating and managing personal identity in changing relationships	<i>After exploring what changes in young people’s lives when they begin and end a romantic (and sexually intimate) relationship, and societal expectations of young people in these situations, students can identify how aspects of personal identity and self-worth may either support a person in times of change, and/or how personal identity might be challenged, shaped and influenced by such relationship changes.</i>	AS91327	
	<b>Knowledge, understandings, and skills to enhance sexual and reproductive health</b>	A1: Identifying sexual health needs and developing strategies to ensure well-being	After revising safer sex practices required to maintain sexual health, where in their community support for sexual health needs can be accessed, and issues such as legal age, students can identify what changes for young people as they progress through their teenage years in relation to sexual health and relationship needs.	May link to AS91236 depending on learning context selected
A3: Understanding safer sexual practices		[See NZC Level 6 A3 and use in conjunction with above ]		



			similar and different features of a range of relationships and the need for different forms of interpersonal relationships.	
		C2: Analysing beliefs, attitudes, and practices that reinforce stereotypes and influence choices (such as sexism, homophobia)	<i>After exploring what is meant by 'power imbalances' in relationships and how this leads to unfair treatment by some people of others, developing knowledge of the similarities and differences (by definition and in law) between bullying, harassment and discrimination (and abuse), and knowledge of terms such as homophobia, sexism, heteronormativity, students can recognise stereotypical comments, and understand the values and beliefs that perpetuate these stereotypes, and why stereotypes are unfair and impact on individual and societal well-being. Students can recognise situations where people are being bullied, harassed or discriminated against on the basis of gender or sexuality and understand how power imbalances in relationships contribute to these situations.</i>	AS91328
		D2: Advocating for diversity	[See D2 above] <i>After exploring the concept of social justice' in relation to values such as fairness, and inclusiveness, and non-discriminatory actions, as well as revising interpersonal communication skills needed to convey the values of social justice and the attitudes and values of individuals who believe in a sense of social justice, students can apply the values of social justice when advocating for change to a school (or other community) practice or system where they believe inclusiveness of diversity is not being considered (eg uniform choice, access to/opportunity for a variety of sports and cultural activities).</i>	AS91237



		D2: Justifying equitable access to services	<i>After developing understanding of equity (and how this is different to equality), and what is meant by 'equitable outcomes' for well-being, students can give reasoned arguments and use supporting evidence to justify equitable access to services that support sexual health, or gender and sexuality related issues.</i>	Contributes ideas for equitable outcomes for issues explored in AS91461 and AS91462
	<b>Personal and interpersonal skills and related attitudes</b>	C1: Critically analysing effective relationships in diverse contexts	<i>After revising the nature and features of a range of different interpersonal relationships, eg friendships, family relationships, romantic/sexual relationships, work or school-peer relationships, relationships with those in authority, etc, and exploring what is meant by 'relationship dynamics' and what an 'effective' relationship would look, feel and sound like in a range of these social contexts, students can describe the dynamics of effective relationships and how these dynamics are integral to maintaining the interpersonal relationship and personal well-being</i>	Contributes ideas for equitable outcomes for issues explored in AS91461 and AS91462 and health promotion actions for AS91465
		C3: Analysing and evaluating interpersonal skills and issues of social justice and equity	<i>After revising interpersonal skills [see C3 at levels 5&amp;6] and understanding of the concept of social justice [see D2 at level 7], students can identify and demonstrate a range of interpersonal skills needed to achieve social justice in a particular situation where inclusiveness of diversity has not been exercised, or where people have been treated unfairly based on gender/sexuality (skill such as empathy, assertiveness, effective communication, problem solving etc). Students can explain the selection and use of these skills in the chosen context.</i>	(As above)
		D1: Critically analysing attitudes, practices, and legislation for promoting safer sexual practices and well-being	<i>After revising what is meant by 'safer sexual practices', and identifying legislation (nationwide laws or local policies) related to these practices, students can describe the attitudes and values that underpin these laws/ policies and how this impacts on the well-being of people.</i>	May relate to AS91461 depending on selected context.
	<b>Understandings and skills to enhance relationships; think critically about sexuality in society</b>	A1: Critically analysing the impact of parenting and child care	<i>After developing understanding of the determinants of health, students can describe a range of ways political, cultural and economic determinants (and selected social determinants that combine aspects of these) impact on the ability to be an effective parent (parents who can support the well-being and development of their children and themselves in context of their family and community).</i>	May relate to AS91461 depending on selected context.
		A3: Analysing ethical issues and dilemmas that influence sexual health A3 & D1: Critically analysing new technologies and current legislation	<i>After exploring a selected ethical issue related to sexual health, gender or sexuality (eg embryo selection to choose the gender of babies, abortion, circumcision, female genital mutilation, censorship and pornography, equal rights for diverse sexual or gender identities, access to fertility treatments, immunisation – including HPV vaccine, etc), students can identify and explain the values and beliefs of people or groups holding different perspectives on the issue.</i>  <i>Students can explain the impact of the practice (and whether or not it is currently legal practice) for the well-being of people directly impacted by the issue and the impact on society.</i>	AS91464
		C2: Promoting positive, equitable, and supportive relationships in families and partnerships	<i>After exploring a social health issue such as family violence or teenage pregnancy, students can recommend and justify strategies (based on changing factors that contributed to the issue in the first place) that promote positive relationships and equitable health outcomes.</i>	AS91461/AS91462

		<p>C2 &amp; D1: Critically analysing gender, sexuality, and equity issues and advocating for social justice</p> <p>D1: Critically evaluating societal attitudes to sex and sexuality, including in families, communities, religious contexts, and online</p>	<p><i>After exploring a gender or sexuality related issue in another country (eg something topical such as the treatment of girls and women, women's right to control their fertility, HIV AIDs, sex slavery, pornography, lack of legal rights around same sex relationships, female infanticide etc), students can apply their knowledge of the determinants of health to show understanding about why the situation has arisen/what is sustaining it and how the situation is impacting on people's well-being.</i></p>	<p>AS91462 (when assessment specifications provide opportunity for this)</p>
		<p>D2: Critically evaluating health practices and policies and advocating for equitable distribution of resources</p>	<p>[Related A1 and D1 above]</p> <p><i>After exploring local community or national practices or policies relating to sexual health or gender/sexuality issues, students working in groups, prepare a submission to a select committee (or other group), showing they can give a reasoned account of the situation (the issue) and what practices/policies needs to change. Students can advocate for improvements in order to encourage social justice and equitable health outcomes for all.</i></p>	<p>AS91461/ AS91462.</p>
		<p>D3: Using health promotion strategies to enhance sexual health and affirm diversity</p>	<p><i>After developing understanding of health education models for health promotion (behaviour change, self-empowerment and collective actions, and the advantages and disadvantages of each), along with the Ottawa Charter, Bangkok Charter and/or Te Pae Mahutonga model, students can select and apply relevant models for health promotion to a sexual health or gender/sexuality situation to show how the aspects of the model could be applied to positively change the current situation and achieve sustainable well-being outcomes.</i></p>	<p>As91461/AS91462 AS91465</p>