

Ideas for using Sexuality Education as a context for NCEA Achievement Standards



Level 1	Application for sexuality and gender education
<p>AS90971 (Health 1.1) Take action to enhance an aspect of personal well-being. <i>3 credits Internal</i></p>	<p>Personal action could include for example developing interpersonal communication skills for enhancing relationships, being assertive, effective listening etc</p>
<p>AS91097 Health 1.3 Demonstrate understanding of ways in which well-being can change and strategies to support well-being. <i>4 credits Internal</i></p>	<p>The change situation could be something like the forming and break up of teenage romantic relationships (a really useful context for this standard). Alternatively something like unplanned pregnancy, or contracting an STI, could be used as the 'change' situation.</p>
<p>AS90973 Health 1.4 Demonstrate understanding of interpersonal skills used to enhance relationships. <i>5 credits Internal</i></p>	<p>All of these skills – effective listening, assertiveness, problem-solving and skills required for maintaining relationships/friendships can be learned and assessed in context of sexuality education.</p>
<p>AS90974 Health 1.5 Demonstrate understanding of strategies for promoting positive sexuality. <i>4 credits Internal</i></p>	<p>Information from the explanatory notes of the standard: <i>Promoting positive sexuality</i> encompasses a range of strategies including: the development of personal knowledge and skills to support sexual health, self-worth and self-acceptance; maintaining and enhancing well-being in sexual relationships; through to inclusive practices whole communities can engage in. <i>Promoting positive sexuality</i> also means to be inclusive of the diversity of sexualities that exist among people, and the range of attitudes, values and beliefs held by people in society. <i>Sexuality</i> as a concept is inclusive of the physical, social, mental, emotional and spiritual aspects of people's sexual well-being.</p> <p>To demonstrate understanding of strategies for promoting positive sexuality, each of the following four types of strategies must be covered:</p> <ul style="list-style-type: none"> • Strategies that enhance interpersonal (sexual) relationships which includes knowledge of rights, responsibilities and effective communication. • Strategies that consider ways schools, local communities, and/or the whole of society can support the promotion of positive sexuality for all people. • Strategies for the prevention of unplanned pregnancy and sexually transmissible infections. • Strategies that consider ways school and community can support young people in relation to sexual health. <p>For excellence a relevant selection of the following is required: <i>Demonstrate comprehensive understanding</i> means to critically explain strategies and how these strategies promote positive sexuality for a diverse variety of people in society. Critical explanations will include a relevant combination of consideration to:</p> <ul style="list-style-type: none"> • the more essential actions integral to a strategy, • how a strategy impacts on all aspects of well-being, • how a strategy reflects the attitudes and values of the learning area, • the interconnections between different strategies,

	<ul style="list-style-type: none"> the need for different strategies for different groups in society, the need for multiple strategies at personal, interpersonal and societal levels.
AS90975 Health 1.6 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. <i>4 credits External</i>	Some of the alcohol related issues, and certainly the decision-making could be done in contexts which also have a gender/sexuality theme to them.
Level 2	Note it is possible to develop most of a year 12 (NZC Level 7, NCEA Level 2) programme around a broad understanding of sexuality and gender ... as follows:
AS91235 Health 2.1 Analyse an adolescent health issue. <i>5 credits External</i>	The assessment specifications will direct the context for the examination each year. Sexuality/gender related considerations feature some years that includes aspects of (or eg) the maintenance of sexual health, teenage pregnancy or STIs, and body image.
AS91236 Health 2.2 Evaluate factors that influence people's ability to manage change. <i>5 credits Internal</i>	There is a major focus on building resilience in this standard (related to the socio-ecological perspective) and sexuality contexts could feature eg unplanned pregnancy, relationship break up, coming out as gay or lesbian.
AS91237 Health 2.3 Take action to enhance an aspect of people's well-being within the school or wider community. <i>5 credits Internal</i>	The action taken could relate to supporting diversity (gender and sexual diversities), promoting sexual safety (eg ball-packs, revising the school's anti-harassment policy and procedures etc.
AS912382 Health 2.4 Analyse an interpersonal issue(s) that places personal safety at risk. <i>4 credits External</i>	This standard often has a gender or sexuality theme (again, as guided by the annual assessment specifications). Although teachers are encouraged to keep separate issues of discrimination, abuse and harassment from learning around promoting positive sexuality, the fact these issues bump into each other means that the learning blends together at times. The important point is to focus on what needs to change to achieve social justice (and well-being) in these situations.
AS91239 Health 2.5 Analyse issues related to sexuality and gender to develop strategies for addressing the issues. <i>5 credits Internal</i>	<p>Information from the explanatory notes of the standard:</p> <p><i>Analyse issues related to sexuality and gender to develop strategies for addressing the issues</i> involves:</p> <ul style="list-style-type: none"> explaining influences on gender and sexual identity recommending a relevant combination of personal, interpersonal and societal strategies to address the issues, which reflect the values of social justice. <p><i>Analyse in depth, issues related to sexuality and gender to develop considered strategies for addressing the issues</i> involves explaining:</p> <ul style="list-style-type: none"> why or how influences impact on gender and sexual identity how strategies to address issues reflect the values of social justice. <p><i>Analyse comprehensively, issues related to sexuality and gender to develop strategies for addressing the issues</i> involves engaging critically with the evidence to explain:</p> <ul style="list-style-type: none"> how recommended strategies to address issues reflect the values of social justice the interrelationships between the personal, interpersonal and societal aspects. <p><i>Influences on gender and sexual identity can relate to individuals and/or</i></p>

	groups in society and include a relevant selection of personal (eg biological), interpersonal (eg family or friends) and/or societal (eg culture, media) considerations. Strategies that reflect the values of social justice require personal and collective actions that contribute to a societal good and benefit the well-being of individuals, groups and communities.
Level 3	Note it is possible to develop an entire year 13 (NZC Level 8, NCEA Level 3) programme around a broad understanding of sexuality and gender - as follows:
AS91461 Health 3.1 Analyse a New Zealand health issue. <i>5 credits Internal</i>	The student's investigation and analysis could focus on an aspect of sexuality or gender eg media portrayal of sexuality or pornography; teenage pregnancy as a societal issue.
AS91462 Health 3.2 Analyse an international health issue. <i>5 credits External</i>	The assessment specifications will direct the context for the examination each year. The international health issue could focus on social construction of gender and global gender issues, or HIV/AIDS in a region of the world.
AS91463 Health 3.3 Evaluate health practices currently used in New Zealand. <i>5 credits Internal</i>	The health practices focused on an aspect of sexual and reproductive health eg birthing, infertility.
AS91464 Health 3.4 Analyse a contemporary ethical issue in relation to well-being. <i>4 credits Internal</i>	Ethical issues could focus on access to fertility treatment, or reproductive technologies, abortion, or rights for same sex couples.
AS91465 Health 3.5 Evaluate models for health promotion. <i>5 credits External</i>	Teachers can use sexuality contexts for applying the models for health promotion – they may not be the context used in the exam but can still be used as the context for learning.

Note that the Health Education Study Guides and Learning Workbooks for NCEA Levels 1-3, published by ESA provided detailed examples of possible learning for all of these standards, including a sexuality focus like that described above. See www.esa.co.nz and search the catalogue.