

# Teaching and learning about **CONSENT** in Health Education

A resource to support learning in  
*The New Zealand Curriculum*



Jenny Robertson and Rachael Dixon  
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# Section A.

## Overview of teaching and learning about consent in health education

### Foundations for this resource

- This resource focuses specifically on **teaching and learning about consent in context of health education**, with particular focus on consent in context of relationships and sexuality education, given the association of consent with learning about respectful and healthy relationships.
- We refer to ‘teaching and learning about consent’ (in health education) rather than talk of ‘consent education’ as a thing of its own to reflect the intent of the New Zealand Curriculum. That is, **it is expected that consent-related subject matter will be framed in context of learning about respectful and healthy relationships**, and not a topic for learning by itself.
- Learning about consent includes the development of **knowledge, skills and understanding that are transferable to other health education contexts** where consideration of consent and other situations involving respectful and effective communication feature.
- We take a **strengths-based approach** to this resource to focus learning on people's strengths and self-determination. This approach means that people, regardless of their life circumstances, can with appropriate support be seen as resourceful and resilient. It is about what people can do, not what they can't do.

This also means that a focus on problems or deficits, invited through a ‘sexual violence prevention’ framing of the learning for example, is not supported. Consideration of sexual violence can be, and needs to be included in a learning programme to help understand the seriousness and importance of the issue. However, learning about sexual violence must lead to a focus on what can be done to support and promote health and wellbeing, drawing on the strengths of individuals, as well as (their) wider social and community networks, and the policy environment that supports these.

We acknowledge the release of [Te Aorerekura: National Strategy to Eliminate Family Violence and Sexual Violence](#) (NZ Government, 2022). However, with a pending curriculum refresh in 2024 and the newness of the strategy, the contribution of education to this strategy is yet to be determined and formalised.

### Aim of this resource

Across the sections of this resource the aim is to provide a:

1. **Framework of understanding** that supports teaching and learning about consent in the New Zealand Curriculum, specifically in context of health education and with particular consideration of relationships and sexuality education. **Section A.**
2. Collection of **learning activity ideas** responding to the key learning in the *Relationships and Sexuality Education: A Guide for Teachers, Leaders, and Boards of Trustees Years 1–8 and Years 9–13*. **Section B.**
3. **Summary of teaching and learning resources** available to support teaching and learning about consent. **Section C.**

## Introduction

Considerations of a broad and comprehensive approach to teaching and learning about consent have featured as part of health education (including ‘sex education’) in New Zealand school syllabus and curricula since the 1980s. Through the subsequent redevelopment of health education in the New Zealand curriculum (and the shift to ‘sexuality education’ (Ministry of Education 1999, 2002 and 2007, 2015), and now in relationships and sexuality education (Ministry of Education 2020), specific and indirect consideration of consent has continued. However, as the Education Review Office (ERO 2007, 2018) reported, the consistency and quality of (health and) sexuality education across all schools for the compulsory years of whole curriculum coverage (to the end of year 10) and schooling in general is highly variable. This is indicating that the quality and extent of learning experiences around consent are inconsistent across primary and secondary schools, and across the country.

In the aftermath of the widely published and reported Roast Busters incident in 2013, calls for mandated ‘consent education’ have been made by young people’s activist groups in Aotearoa New Zealand. In 2022, moves in Australia led to ‘consent education’ being nationally mandated in 2023. Australian educators note that, like New Zealand, provision for teaching and learning about has featured in the Australian national curriculum since the 1980s. With a degree of autonomy being able to be exercised by each Australian state it is not yet clear what this mandated requirement for ‘consent education’ will look like nationwide or at state level.

It has been signalled that *The New Zealand Curriculum* refresh planned for the Health and Physical Education learning area – due for implementation in 2025 – will provide clearer direction about expected learning and ‘learning that cannot be left to chance’. Using the ‘understand-know-do’ framing that has been developed first for Aotearoa New Zealand Histories, the extent to which learning contexts (and related concepts) like consent will feature is yet to be determined.

Also yet to be comprehensively explored, beyond some generic and widely held principles like whanaungatanga and manaakitanga, are te ao Māori perspectives on consent education and which aspects of mātauranga may be applicable for this specific context.

## What do we mean by ‘consent’?

Media attention and other popular discourse might direct our attention in a particular area when we hear the word ‘consent’. However, a dictionary definition of consent is:

“Permission for something to happen or agreement to do something”

In education settings, this broad definition opens opportunities for conversations and learning about consent to occur not only across the levels of the curriculum (including in early childhood education), but across learning areas in the curriculum, and – of course – outside of the classroom. While this resource is primarily focused on teaching and learning about consent within health education, it is important to conceive of consent broadly. This enables us to consider how issues around and relating to consent can be explored, analysed, examined, and unpacked in different contexts, at different times.

As in many other areas of relationships and sexuality education (and education more broadly), learning should progress in complexity across the levels of the curriculum, and areas such as consent should be applied across contexts, topics, issues, and areas of study, in order to provide cumulative learning opportunities by the end of schooling.

Thinking broadly about consent helps us break down the capabilities, skills, and competencies that are needed for one to be able to ask for, and for one to give, consent. Alongside this are the attitudes and values that can be examined (in relation to culture and social norms) and can be promoted in both classroom learning environments, and in the wider (school) community. The values and key competencies of the New Zealand Curriculum provide

curriculum connections here that transcend learning area or subject boundaries. Thus, while issues relating to learning about consent might fall naturally from the subject of health education, they are also applicable more broadly. Casting the net further still, The National Education and Learning Priorities (NELP), to be implemented from 2023, require schools to:

“Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying”  
(NELP objective 1, priority 1).

The table below demonstrates some pertinent capabilities, skills, and competencies; and attitudes and values to provoke thinking about a broad approach to consent. These are drawn from the New Zealand Curriculum.

*Think about these ideas from a Pacific and/or te ao Māori (and or other) perspective. What further ideas can you add to the table?*

Capabilities, skills, and competencies	Attitudes and values
<ul style="list-style-type: none"> <li>• Able to relate well to others</li> <li>• Effective user of communication tools</li> <li>• Confident</li> <li>• Able to empathise</li> <li>• Problem-solving</li> <li>• Decision-making</li> <li>• Reflection</li> <li>• Perspective-taking (recognise different points of view and communicate their point of view)</li> <li>• Understands verbal and non-verbal communication</li> <li>• Critical thinker</li> <li>• Ask questions</li> <li>• Challenge assumptions and norms</li> <li>• Critical consumer and producer of knowledge</li> <li>• Resilient</li> <li>• Interact effectively with others in a variety of contexts</li> <li>• Listen actively</li> <li>• Co-operative</li> <li>• Contribute</li> </ul> <p><i>What else would you add?</i></p>	<ul style="list-style-type: none"> <li>• Equity</li> <li>• Equality</li> <li>• Fairness</li> <li>• Social justice</li> <li>• Participation for the common good</li> <li>• Integrity</li> <li>• Honesty</li> <li>• Responsibility</li> <li>• Accountability</li> <li>• Acting ethically</li> <li>• Respect for self, others and human rights</li> <li>• Diversity</li> <li>• Multi-perspectivism</li> <li>• Caring</li> <li>• Tolerance</li> <li>• Trust</li> <li>• Inclusiveness</li> <li>• Personal and interpersonal safety</li> </ul> <p><i>What else would you add?</i></p>

## Teaching and learning about consent is ... and is not ...

*As you read the ideas in the table below, think about how these ideas either resonate with, challenge, or extend your thinking about what teaching and learning about consent is... and is not. Think also about how or where you might be able to integrate some of these ideas into your teaching and learning programme.*

T&L about consent is NOT ...	T&L about consent is ....
... only focused on sexual violence prevention (SVP).	... far broader than just sexual consent and applies to many life contexts.
... only about legal considerations of consent e.g. age of sexual consent.	... far more than just legalistic knowledge and includes consideration of communication skills for giving and receiving consent, rights and responsibilities, showing empathy, treating others fairly, critiquing social and cultural norms that either support or challenge notions of consent, understanding how giving consent (and having this respected) supports wellbeing ... and much more.
... only about sexual consent.	... (as above) (informed) consent features across many laws and policies. The principles, values and beliefs underpinning notions of consent span many different life contexts e.g. parents giving informed consent for children, consent to use intellectual property (copyright), consenting to a medical procedure like surgery or immunisation, as well as consenting to sexual activity, being touched ... and so on.
... only for teenagers.	... something that starts at the earliest levels of the curriculum starting with friendships from early childhood and building toward talking about intimate and romantic relationships as children grow into being adolescents and participate as citizens in their communities.
... only about 'no means no' and 'yes means yes' (and what to do if someone doesn't accept your 'no').	... learning about a wide range of inter-related self-management, and effective and respectful interpersonal communication skills, in order that statements of consent are understood, treated respectfully and adhered to.
... only for girls or another targeted group.	... for all students. While situations to do with sexual consent for the most part position males and females differently, all students can benefit from learning opportunities to support the development of respectful relationships.
... only about 'my rights' and 'your responsibilities'.	... about recognising that all situations requiring consent come with rights <i>and</i> responsibilities of <i>both</i> the person whose consent is being given or being sought and the person receiving permission or not.
... intervening after the fact.	... about prevention, not intervention after the fact although it is inevitable that some learning will need to support 'what to do if....'
... blanket one-size-fits-all across all age groups.	... learning that progresses in complexity across the levels of the curriculum. It should be age-appropriate, culturally-responsive, and relevant to different school contexts.

... a contained body of knowledge that can be transmitted to students.	... learning about the complexity of consent situations, which will involve knowledge construction in dialogue with others, using resource material and scenarios to provoke discussion. It is a space where young people can be supported to critically think about what they see, say, do and engage with.
... only a curriculum based subject.	... learning needs to be supported by a whole-school approach to both the learning about consent as well as the promotion of wellbeing. Opportunities for learning about consent for senior secondary school students not taking health education/NCEA courses are required to promote healthy 'consensual' friendships and relationships with and between learners.
... occurs only in the classroom and can be fixed by education alone.	This takes sustained whole community, whole-whānau, whole-school and whole-organisational approaches, across the life course to shift attitudes and behaviours entrenched for millennia.
... something that makes allowances for groups who hold particular religious or cultural beliefs e.g. about the role of women.	... consistent in its messaging. For a fair and just society, expectations and laws about consent apply to everyone.
... a discrete aspect of learning unrelated to all other health education.	... any harm, whether that is sexual harm, dating violence, online harm, bullying, racism, sexism, toxic masculinity etc are often complex and require many links to be made with other related learning e.g. mental health education topics.
... disconnected from conversations and learning about power.	... about understanding how power imbalances in relationships reduce and minimise opportunities for giving consent and having this respected, and how power (and privilege) operate to marginalise and treat others unfairly.
... individual, in the moment, fix-it learning that responds to problems.	... focused on the attitudes, values and behaviours that can be fostered to enable healthy consensual relationships (non-violence) as a norm. Ultimately, the aim is to eliminate power imbalances and behaviours that perpetuate breaches of consent or do not enable consent to take place.
... learning that is focused on only the people who are involved in consent-related situations.	... something that considers the role of bystanders/upstanders when non-consent is observed by others, promoting social responsibility even if the matter of consent is not our own.
... something to 'outsource' to external providers for a one-off lesson or series of lessons because of a lack of perceived expertise in the area.	... something that is embedded across learning in health education, and a context for learning that a teacher should feel comfortable teaching. Some content may be supported by external expertise, with the teacher working in partnership with an external provider.
... measured as 'effective' if there is a reduction in consent-related issues in the community/society.	... about learning outcomes - its success cannot be determined by what happens outside of the classroom. Ethically collecting defensible data and drawing causal relationships between education and behaviour changes is highly problematic.
... a new social issue	... power imbalances between people, for example men and women, have existed across millennia and likely the entirety of human history. Changing these behaviours will be an ongoing global project for a long time yet.

## Learning about consent in Health and Physical Education in the New Zealand Curriculum – key considerations

Health education is one of three subjects in the Health and Physical Education learning area (HPE). Learning in HPE is framed by four inter-dependent underlying concepts, which we connect to consent as a learning context below. This section also considers consent in relation to other concepts and contexts, the inter-connected skills that are developed in relation to teaching and learning about consent, the capabilities that are developed as part of health education learning, and some of the challenging conversations that can arise in learning relating to consent issues.

### 1. Learning about consent links to each of the HPE underlying concepts

Hauora	<p>All aspects of relationships, including how we treat others, and how other people treat us, connect to physical, social, mental and emotional, and spiritual dimensions of wellbeing. Exploring interpersonal relationships with an holistic approach to wellbeing enables ākonga to understand the inter-connected nature of relationships and other aspects of wellbeing, including identity and self-worth, thoughts and feelings, and cultural norms.</p> <p>Consent has implications for/connects to all dimensions of hauora.</p> <ul style="list-style-type: none"> <li>• Taha whānau: the quality of relationships with others, trust and respect.</li> <li>• Taha hinengaro: how we feel when relating to others, levels of comfort and security. Taha wairua: how we feel about ourselves, what we value, self-worth and self-acceptance.</li> <li>• Taha tinana: physical safety when relating to others.</li> </ul>
Socio-ecological perspective	<p>The socio-ecological perspective enables ākonga to explore how the social, political and cultural contexts within which we live have an influence on how we relate to others, and how others relate to us. Critically examining laws and policies, cultural values and beliefs, and social norms supports ākonga with an understanding of how these factors affect people and society, and what action is needed to affect change for people's wellbeing.</p>
Health promotion	<p>Health promoting actions can be taken at different levels to affect change and promote social justice and wellbeing: Personally, interpersonally and at the level of community/society. Ākonga are encouraged to consider and take critical actions to promote wellbeing at these levels, for example advocating for change, raising awareness of the importance of healthy relationships, promoting safety in relationships, using interpersonal skills when relating to others, and accessing support services where needed. This also connects to the personal skills needed for giving consent.</p>
Attitudes and values	<p>Learning around consent is underpinned by respect for ourselves and others, a sense of equity, a positive attitude towards own and others' wellbeing, care and concern for others, a sense of social justice. Te ao Māori concepts such as manaakitanga, kotahitanga, pono, rangimarie are also indicated here. In combination with the other underlying concepts, these attitudes and values provide a lens through which to view interpersonal situations and issues, explore what is meant by a 'healthy relationship' and examine people's rights and responsibilities in social contexts and interpersonal relationships.</p>



	Giving consent (or not) and having this respected is a way in which people's attitudes and values become apparent in relationships. Consensual decisions are critically important for healthy relationships and overall wellbeing.
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## 2. Learning about consent draws on other concepts such as ...

Power imbalances (in relationships)	The unequal distribution of control and power between people, and in context of consent education, this is especially romantic or sexual partners. The nature of power imbalances in relationships can be complex and is caused and perpetuated by a range of psychological factors, which are influenced by people's social, cultural and historic context.
Inclusiveness (and fairness)	<p>Inclusiveness is about the practices and/or policies of providing equitable access to opportunities and resources for people in society who might otherwise be excluded or marginalised, e.g. people with physical or mental disabilities, people belonging to other minority groups based on ethnicity, or sexuality or gender identity.</p> <p>Fairness is about impartial and just treatment of others or behaviour toward others without favouritism or discrimination.</p>
Informed consent	Having sufficient knowledge of a situation, and knowing personal rights in situations where consent is required for someone else to do something, such as consent for medical procedures (surgery or immunisation), or a parent giving consent on behalf of their child for legal purposes.
Coercion	Behaviours that involve persuading someone to do something by using force or threat.
(Student) Activism	Having a voice, being able to stand up and have this voice heard, acting to affect change (e.g. changes to school policies and practices, cultural and social norms).
Empathy	Being able to put yourself in someone else's position to understand a situation from their perspective.
Advocacy (and to be an advocate)	Advocacy is about the public support for an idea, a proposed action, or a way of doing something. Advocacy often means giving support to an idea that others need to action (e.g. policy or system change). When people are unable to speak or act for themselves an advocate is a person who puts a case on someone else's behalf.
Feminism	A way of understanding women's rights and equality across aspects of life.

	Over the decades many movements have formed to advance these ideas, for example the #MeToo movement - A social movement (dating back to 2006) against sexual abuse, sexual harassment, and rape culture, in which people publicise their experiences of sexual abuse or sexual harassment.
Hegemonic masculinity	<p>A concept developed by Raewyn Connell (1987), hegemonic masculinity “serves as an analytical instrument to identify those attitudes and practices among men that perpetuate gender inequality, involving both men’s domination over women and the power of some men over other (often minority groups of) men. The concept has been widely used and debated, and over the years refined (Connell and Messerschmidt, 2005), with the basic idea that hegemonic masculinity is ‘a culturally idealized form’ and ‘is both a personal and a collective project’ (Donaldson 1993, 645). In a recent review, a ‘usual’ conceptualisation of hegemonic masculinity is described as:</p> <p><i>....a set of values, established by men in power that functions to include and exclude, and to organize society in gender unequal ways. It combines several features: a hierarchy of masculinities, differential access among men to power (over women and other men), and the interplay between men’s identity, men’s ideals, interactions, power, and patriarchy.”</i></p> <p>Source: Jewkes, R. et al. (2015). <i>Culture, Health &amp; Sexuality</i>; 17(sup2), 96–111.</p>
Toxic masculinity	<p>The term toxic masculinity is a term reportedly coined by Shepherd Bliss and emerged within the mythopoetic men’s movement of the 1980s and spread from men’s movements to wider self-help, academic, and policy literature in the 1990s and early 2000s. Toxic masculinity is still not well defined, it depends who is using the term and the context in which it is used as to the meaning it is given. Popular usage refers to toxic masculinity to include ideas related to violence, domination, aggression, misogyny, and homophobia.</p> <p>Harrington C. (2021). What is “Toxic Masculinity” and Why Does it Matter? <i>Men and Masculinities</i>, 24(2) 345-352.</p>
Hypermasculinity	<p>Mosher and Sirkin define hypermasculinity or the "macho personality" as consisting of three variables: callous sexual attitudes toward women; the belief that violence is manly; and the experience of danger as exciting.</p> <p>Mosher, D. L. &amp; Sirkin, M. (1984). Measuring a macho personality constellation. <i>Journal of Research in Personality</i>, 18(2), 150–163.</p>
Male privilege	Male privilege is a concept from the 1970s used to explain the advantages or rights that are available to men in politics, the workplace, and wider society, based solely on the basis of their sex.
Misogyny and Misandry	<p>Misogyny - hatred of, aversion to, or prejudice against women.</p> <p>Misandry - dislike of, contempt for, or ingrained prejudice against men.</p>

### 3. Learning about consent requires learning that develops and engages students in ...

**Understanding and applying [the underlying concepts](#) of HPE** – see the NZHEA resource *Understanding the Underlying Concepts in health education*.

**[Critical thinking](#)** – see the critical thinking statement on the refreshed TKI HPE site.

**Ethical thinking** – for an explanation of ethics and principles of ethical thinking and decision-making see the [Markkula Center](#)

**Exploring culture, social norms, laws and policies** – for example cultural norms in Aotearoa, school policies, the New Zealand Human Rights Act, etc.

**Taking action** – *New* Ministry of Education–NZHEA Health Promotion resource in development (see [TKI](#) later in 2022).

### 4. Learning about consent includes consideration of the place of ‘consent’ across a wide range of health education contexts

**Relationships and sexuality education is an obvious context but many mental health and wellbeing topics also require consideration of (informed) consent**

Discrimination – isms, phobias and stigma	Interpersonal relationships in different social settings, and power imbalances.
Bullying and harassment	Interpersonal relationships in different social settings, and power imbalances.
Sexual and other violence	Power imbalances and safety in relationships, knowledge of the legal situation, challenging social and cultural norms, respect.
Safe and unsafe touching	Power imbalances and safety in relationships, knowledge of the legal situation, challenging social and cultural norms, respect.
Informed consent	Legal aspects such as for medical procedures, parental consent for children under a certain age, and the wellbeing-related reasons for this.
Substance use	Peer pressure, impaired ability to consent.

## 5. Learning about consent requires teachers to be cognisant of their own attitudes, values, beliefs and behaviours, and any potential biases these may present when teaching consent education. Teachers need to be ...

... well versed in the Teaching Council [Our Code Our Standards Ngā Tikanga Matatika, Ngā Paerewa](#). They define the expectations of professional teaching practice, not only but especially:

- Section 2 of the Code – **Commitment to learners**,
- The standard for **Learning-focused culture** (Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety).

... prepared to confront some of the difficult, challenging and hard to have conversations, with students, other staff and members of the school community, especially when these situations are complicit in sustaining power imbalances in relationships, unfair treatment of others, and other unwanted behaviours.

Situations that may arise include:

- Cultural, sub- or counterculture, and/or religious attitudes and values that sustain gendered roles and gendered stereotypes
- Cultural norms that are not shared across cultures
- Misrepresentation of power and relationships in popular media and the uncritical support for these
- Social privilege associated with power imbalances e.g. male privilege; race, ethnicity or culturally-based privilege; economic privilege.

### **The delicate balancing act – when not all boys/men are sex abusers or rapists, and not all girls/women are victims**

When learning about consent shifts to focusing on sexual violence to look at the statistics about who perpetuates such violence and who they victims are, care needs to be taken to avoid blaming the boys for all sexual violence and assuming that only girls are victims.

Although New Zealand statistics reporting the levels of sexual violence in New Zealand consistently paint the same patterns (see the extract from the most recent Ministry of Justice report below for example) it needs to be remembered that:

- Many boys are victims of sexual abuse with 1 in 6 being reported in some studies. (See [TOAH-NNEST](#) for a summary of statistics.)
- Adult males are sexually assaulted by other males although the prevalence of this, as well as female sexual assault on other females, is less clear.

*Ministry's New Zealand Crime and Victims Survey (NZCVS) show worryingly low levels of reporting of sexual violence - 94% percent of sexual assaults were not reported to Police ... The survey reveals that almost 30 percent of New Zealand adults experienced intimate partner violence, or sexual violence, at some point in their life, with women three times more likely to experience sexual violence than men.*

Source: Ministry of Justice (2020) [New Zealand Crime and Victims Survey](#) (NZCVS) - Results drawn from Cycle 2 (2018/19) and pooled data of the New Zealand Crime and Victims Survey.

As a guide:

- **Maintain a strengths-based approach.** While this can be extremely problematic when considering abusive relationships - where an adult has power over a child, or one person in an adult relationship has power over their partner – we need to believe and work from the position that *people with appropriate support* can be resourceful and resilient. It is about what people can do, not what they can't do.
- **Emphasise rights and responsibilities.** People all have the right to have their refusal of consent heard and respected, and not to be treated unfairly, abused or assaulted, and other people have the responsibility to hear and respect another person's wishes and not to treat them badly. A case could also be made that people who have not been heard, or have been treated badly, also have the responsibility to tell someone they trust so they can be supported to manage the situation. People also have the responsibility to make sure they voice their consent (or refusal) and to communicate their wishes clearly.
- **Use statistically data sensitively and critically** to acknowledge the realities of sexual violence, and with a view to better understanding the situation about what needs to change achieve a safer, fairer, and just society.
- When acknowledging the reality that most perpetrators of sexual violence are male, **make use of concepts** like those on page 10 **to draw attention to the way social and cultural norms** continue to enable expressions of masculinity that perpetuate such behaviours, rather than just 'blaming the boys'.

## Connections to the Relationships and Sexuality Education Guides

*Relationships and Sexuality Education: A Guide for Teachers, Leaders, and Boards of Trustees*, focuses strongly on consensual, healthy and respectful relationships as being essential to student wellbeing. It is available in two volumes: one for years 1–8, and one for years 9–13.

In the table below, we have highlighted where matters to do with consent feature in this guidance. Specific references to consent are highlighted in red.

Consent also features in the key learning charts in the RSE guides – see Section B of this resource for the learning outcomes (from the RSE guides) relating to consent at each level of the curriculum, with accompanying teaching and learning ideas.

### Years 1-8

In 2018, the Education Review Office released a report into sexuality education in schools, Promoting wellbeing through sexuality education. The report concluded that while most schools were meeting minimum standards, many had significant gaps in curriculum coverage, particularly in teaching and learning about such important aspects as **consent**, digital technologies, and relationships (page 6).

#### A changing society

This revision takes place at a time of significant global change. These revised guidelines are informed by:

- shifting social norms in relation to gender and sexuality
- a commitment to respecting and protecting the sexual and reproductive rights of Māori
- Aotearoa New Zealand's increasingly diverse population
- global shifts, including trends towards earlier puberty and changing family structures
- continued societal concerns about child protection and abuse prevention
- the increasing use of digital communications and devices by children and young people
- the rise of social media and the increasing availability of pornography and explicit sexual content online
- increasing recognition of the importance of learning about healthy relationships, including **consent** and respect, as part of social and emotional learning
- increasing calls for social inclusion and for the prevention of bullying and violence (page 8).

### Health education for young people in a changing society

All young people need opportunities to learn about the complexity of human relationships and sexuality, including issues related to gender, identity, communication, **consent**, safety, attraction, expectations, ethics, sex, values, media representations, and online behaviour. Schools can meet those needs by providing opportunities in health education, in other curriculum programmes, and in many other school contexts (page 8).

#### A note on teaching about sexual violence

Health education programmes should include clear teaching about:

- sexual violence and how to prevent it
- where to seek help and support
- how to support others if they disclose.

Issues of **consent**, coercion, and safety in intimate relationships are important aspects of RSE. For example, the key learning at level 2 (on page 31) includes, “**Understand what consent means in a range of contexts ...**” (page 27).

Ākonga need to develop:

- effective and assertive communication skills
- awareness of ethics and of their own personal values
- respect for the feelings and decisions of others.

However, RSE should not be framed by notions of risk and violence, because this can lead to programmes that are driven by fear and blame. Teachers may decide to separate teaching about violence, safety, and abuse from their RSE programme and, instead, address these issues as part of learning about mental health, keeping safe, or alcohol and other drugs. Issues relating to violence should not dominate learning in RSE (page 27).

Relevant activities for ākonga Māori could include:

- identifying and exploring pūrākau and pakiwaitara that follow the lives and deeds of atua and tuahangata or tuawahine in terms of how they deal with concepts and issues related to RSE, such as **consent**, flirting, different types of relationships, and conception (page 35).

### Years 9-13

In 2018, the Education Review Office released a report into sexuality education in schools, Promoting wellbeing through sexuality education. The report concluded that while most schools were meeting minimum standards, many had significant gaps in curriculum coverage, particularly in teaching and learning about such important aspects as **consent**, digital technologies, and relationships (page 6).

### Health education for young people in a changing society

Young people in years 11–13 are increasingly likely to be engaging in intimate relationships. Research suggests that they are actively seeking information about sex and relationships (Allen, 2005; Office of Film and Literature Classification, 2018, 2019; Classification Office, 2020). Many young people look to the internet (including pornography) to gain the knowledge they need.

All young people need opportunities to learn about the complexity of human relationships and sexuality, including issues related to gender, identity, communication, **consent**, safety, attraction, expectations, ethics, sex, values, media representations, and online behaviour (page 8).

#### A note on teaching about sexual violence

Programmes for the prevention of sexual violence are an essential part of health education. Health education should include clear teaching about:

- sexual violence and how to prevent it
- where to seek help and support
- how to support others if they disclose.

Ākonga need to develop:

- knowledge of issues around coercion, **consent**, and safety in intimate relationships
- effective and assertive communication skills
- awareness of ethics and of their own personal values
- respect for the feelings and decisions of others.

However, RSE should not be framed by notions of risk and violence, because this can lead to programmes that are driven by fear and blame. Teachers may decide to separate teaching about violence, safety, and abuse from their RSE programme and, instead, address these issues as part of learning about mental health, keeping safe, or alcohol and other drugs. Issues relating to violence should not dominate learning in RSE (page 31).

### **RSE across the curriculum**

In **English**, ākonga can:

- explore how texts represent and convey relationships, including intimate relationships, **aspects of consent**, **safety**, **communication**, identity, gender representation, and ideas of love (page 31).

In **social sciences**, ākonga can:

- explore gender and politics in Aotearoa New Zealand history, for example women's suffrage, different feminism waves, the #MeToo movement.
- consider the impacts of digital technologies on social movements and sharing of information in the context of shifting societal norms of gender and sexuality
- explore the different roles of men and women in the history of Aotearoa New Zealand and other parts of the world, describing how these roles have affected relationships and how social expectations influence communication styles.
- interview family members and friends about how they have experienced gender roles and expectations in their lives (page 32).

In **the arts** ākonga can:

- create artistic work that explores relationships
- explore issues around relationships, **consent**, and gender stereotypes
- create a piece of work that expresses ideas of safety, respect, danger, and healthy relationships (page 33).

Relevant activities for ākonga Māori could include:

- identifying and exploring pūrākau and pakiwaitara that follow the lives and deeds of atua and tuahangata or tuawahine in terms of how they deal with concepts and issues related to RSE, such as **consent**, flirting, different types of relationships, and conception (page 41).



## Whole school approaches that support learning about consent

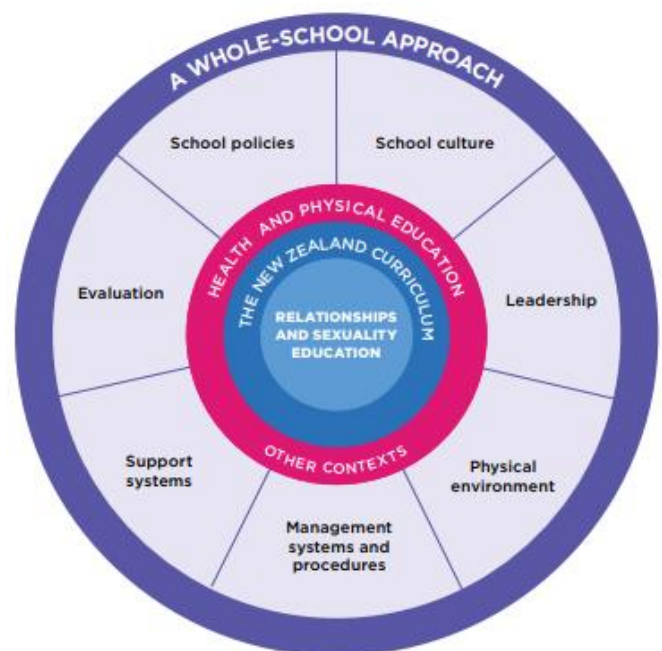
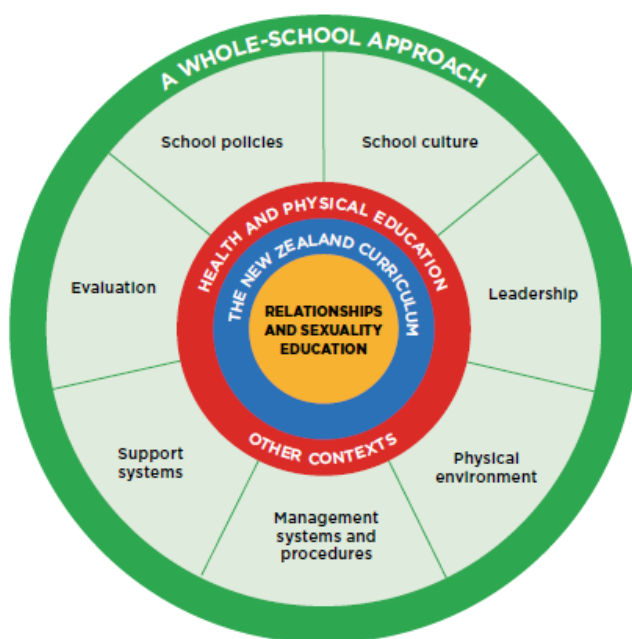
*“Schooling is only one site of education, while movies, television, books, magazines, the Internet, social media, and music are incredibly significant forces in shaping world views, modes of agency, and diverse forms of identification” (Giroux, p. 11).*

Apple, M. W. et al. (2022). Reflections on contemporary challenges and possibilities for democracy and education. *Journal of Educational Administration and History*, 1-18.

The socio-ecological perspective and the various models on the determinants of health remind us of the complexity of the world in which we live, and the array of influencing factors surrounding us all. As the quotation above suggests, school is not the only place where children and young people are, or can be, educated in and around consent and healthy relationships.

A whole school approach, then, capitalises on opportunities to connect with members of the wider school community, which may include people in positions of influence (such as local Members of Parliament) or people with experience in advocacy actions or political lobbying. You might think about the opportunities for connecting and collaborating with people external to the school as part of teaching and learning experiences in the area of consent and healthy relationships, and as part of embedding a safe and inclusive school community.

The RSE guides for each of years 1-8 (p.16 – below left) and years 9-13 (p.18 – below right) feature consideration of a whole school approach (WSA) to RSE, framed by the models reproduced below.



Other WSA frameworks feature for example with the [BullyingfreeNZ School Framework](#) shown below. The nine elements of an effective whole-school approach to preventing and responding to bullying share much in common with a WSA to teaching and learning about consent. The elements have been reworked with a focus on consent in a whole school context.





<b>1. Strong leadership support</b>	A school principal who champions teaching and learning about consent and models fair treatment of others and respectful communication is essential for establishing a safe and supportive school. The principal both creates and empowers a senior and middle leadership team that focuses on a safe and inclusive school climate.
<b>2. A positive school and classroom climate and culture</b>	School climate and culture reflect the core values, attitudes, beliefs and behaviour of members of the school both in the wider community and the classroom. A positive school climate and culture is one where its norms, values and expectations make all students feeling safe, respected and valued and where everyone feels listened to and empowered to take action. In such a climate consent can be given (or not) and this decision is respected.
<b>3. Gathering and analysing data</b>	Schools need a clear picture of the nature and extent of consent-related issues in their school so they can plan and implement an appropriate response. Similarly, data is needed to show student learning about consent. Evaluation of teaching and learning (learning achievement) and wider school interventions (behavioural outcome data within what schools can ethically collect) are essential for evaluating effectiveness, monitoring improvement and sustainability, and deciding next steps for ongoing actions.
<b>4. Student leadership, agency and voice</b>	Student activism as well as leadership in designing and reviewing initiatives and creating opportunities to for students to learn skills, can have a significant impact when developing and implementing effective solutions to consent-related issues. A clear understanding of what students think about consent and healthy relationships will help to develop appropriate approaches.
<b>5. Effective and supportive policies</b>	The whole school community needs to share the same perspective on the importance of consent and healthy relationships for inclusive and safe school policies to be effective. Establishing a shared and consistent understanding of consent in a school requires including and working with all members of the school community.

<b>6. Involvement of parents, carers and whānau</b>	A positive school climate creates an inclusive environment that shapes all relationships in the school community. Communicating and working with parents and whānau adds strength to actions, and has a positive impact by helping families reinforce the actions of the school, and by helping parents and whānau to develop their own skills and attitudes. Parents and whānau need to be informed and consulted every two years about the broad intentions of the health education programme where consent education features.
<b>7. School-wide professional learning and development (PLD)</b>	The attitudes, beliefs and/or life experiences of some school staff around issues of consent may present personal challenges and be confrontational. The professional ethics and values required for teaching about consent, especially in context of healthy relationships, and to support whole school approaches to learning about consent, requires professional development and training.
<b>8. Universal approach (universal actions targeted at class and school level)</b>	<p>The way whole school approaches are designed and implemented may be as important as the content of the programme itself. Effective whole-school approaches are implemented over a long time, and involve many different aspects that respond to the complexity of the situation, and not just a focus on one single component.</p> <p>An essential starting point is a broad-based focus on wellbeing that emphasises strengths rather than focusing only on consent (as a deficit or a problem). A whole-school approach develops a culture where talking about and valuing wellbeing are the norm, where it is okay to ask for help, and where the whole-school community has the knowledge, skills and attitudes to respond appropriately to situations that arise.</p>
<b>9. Targeted approach (early response and targeted support)</b>	<p>A targeted intervention approach (e.g. counselling or other designated pastoral role) that is integrated with a WSA, can help those with relationship issues.</p> <p>An initial assessment of a student's wellbeing needs will help determine how the student will be supported, and who will take what action.</p>
Adapted from <a href="#">BullyingfreeNZ School Framework</a>	

## Learning about consent for senior secondary students not taking health education/NCEA courses

Providing some form of learning about consent for the majority of senior secondary students not taking health education/NCEA courses is known gap and highly problematic. As part of a whole school approach the following ideas offer some potential solutions in this area, although it is noted that each opportunity comes with its own challenges and limitations, a recurrent one being the quality of student engagement, and all students seeing value in the activities that sit outside their assessed learning programme. Some of these approaches, along with the opportunities and challenges they present, are noted although this is not an exhaustive list.

Suggestion	Opportunities	Challenges (many of these will apply across these approaches) – examples only
<b>Student led actions</b>		
Senior health education students design an awareness raising campaign for their peers as part of the requirements for achieving NCEA standards. The campaign could include a series of actions that present information as well as engage students in activities where they can think critically and practice respectful communication skills.	<ul style="list-style-type: none"> <li>Students gain credits toward NCEA for their actions</li> <li>That it is student led</li> <li>Has the potential to be highly relevant to the student community.</li> </ul>	<ul style="list-style-type: none"> <li>Only some schools offer an NCEA health education pathway</li> <li>Dependent on good quality peer relationships</li> <li>Quality time and opportunity to access peers.</li> </ul>
A student action group during ball season could carry out similar actions to the above, with a targeted focus on situations associated with ball-related events.	<ul style="list-style-type: none"> <li>That it is student led</li> <li>Makes use of a popular context.</li> </ul>	<ul style="list-style-type: none"> <li>May only be seen as relevant for ball goers</li> <li>Quality time and opportunity to access peers.</li> </ul>
A student activism group connects students with wider community events and resources that contribute to and support learning about consent and healthy relationships.	<ul style="list-style-type: none"> <li>Makes use of existing resources</li> <li>Empowering for students leading the activism.</li> </ul>	<ul style="list-style-type: none"> <li>Tends to be hit and miss and no way to ensure (quality of) engagement.</li> </ul>
Digital student learning artefacts with a focus on consent-related matters (e.g. videos, blogs, podcasts, etc), developed through health education learning are curated and made available on the school internet as a wellbeing promotion module for other students, parents and staff.	<ul style="list-style-type: none"> <li>Makes use of existing resources</li> <li>Empowering for students when they see their voices are heard and their ideas are being used</li> </ul>	<ul style="list-style-type: none"> <li>Tends to be hit and miss and no way to ensure engagement.</li> <li>Limited opportunity for engaging in critical thinking of a type that challenges attitudes and behaviours.</li> </ul>

Teacher/leader led actions (with student contributions to planning and design)		
Independent learning module provided on the school's digital learning platform, completion of which is recognised in the students' school leavers' documentation.	<ul style="list-style-type: none"> <li>• Offers an approach that is not time and context specific</li> <li>• Could engage students in quite detailed learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires a lot of work to develop and then time to monitor the quality of the engagement and record this</li> <li>• Limited opportunity for engaging in critical thinking of a type that challenges attitudes and behaviours.</li> </ul>
A purpose designed workshop (e.g. a one-day intensive) for senior classes using some of the key learning activities that would feature in health education classroom programmes.	<ul style="list-style-type: none"> <li>• Tailored to respond to the specific needs of students and community context.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality time and opportunity to run the workshops</li> <li>• Suitably trained staff and release time to facilitate the workshops.</li> </ul>
Externally provided support/ programmes		
Partnering with an external provider to run a short course e.g. the Police <i>Loves Me Loves Me Not</i> programme, or Rape Prevention Education <i>Body Safe</i> programme.	<ul style="list-style-type: none"> <li>• Materials are already developed</li> <li>• Well established programmes with a committed workforce have expertise in facilitation and partnering with schools to develop the programme in response to school needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Not always supported nationally</li> <li>• Substantial time commitment to do justice to the programme</li> <li>• Sustained buy-in from students for the whole programme.</li> </ul>
Externally provided 'one-off' presentation, performance, with or without accompanying workshop.	<ul style="list-style-type: none"> <li>• Provide short sharp messages with minimal time commitment</li> <li>• Only require a booking and no preparation of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Tend to be edutainment with limited opportunities for embedded learning and follow-up.</li> </ul>
Externally provided digital learning module (e.g. part of a school leavers' package)	<ul style="list-style-type: none"> <li>• <i>Not yet known.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't (yet) exist</li> <li>• Limits opportunities for engaging in critical thinking of a type that challenges attitudes and behaviours</li> <li>• Assume all learning needs are the same.</li> </ul>

# Section B. Teaching and learning ideas for Years 1-13

In preparation for identifying a selection of activities in relation to the RSE guide key learning (see following A3 pages), the following tables provide summaries of consent-related learning, firstly to consider the importance of prior or foundation learning, and then to consider the many skills that need to be developed to give consent and respond to a person who gives or does not give their consent.

## Learning to support the development of knowledge and understanding about and skills for giving and receiving consent

At age and learning appropriate levels

<b>Prior and foundation learning</b>	<ul style="list-style-type: none"> <li>• Hauora and wellbeing in relation to friendships and relationships</li> <li>• Qualities of friendships and healthy relationships</li> <li>• Influences on friendships and healthy relationships</li> <li>• Names of sexual and other body parts (early primary)</li> <li>• Interpersonal communication skills – e.g. effective listening, assertiveness, joint problem solving, negotiation, etc</li> <li>• Self-management skills – e.g. decision making, problem solving, self-affirmation, goal setting, etc</li> <li>• Values clarification</li> <li>• Identity and wellbeing</li> <li>• Challenges or barriers to friendships and relationships – bullying, and other behaviours involving power imbalances</li> <li>• Showing empathy</li> <li>• Perspective taking</li> <li>• Gender norms</li> <li>• Media messages – social media and wellbeing</li> </ul>
<b>Educating about consent</b>	<ul style="list-style-type: none"> <li>• What is consent and recognising examples of consent</li> <li>• What is coercion (and manipulation, abuse, violence etc) and recognising examples of these behaviours</li> <li>• Legal considerations related to consent (sexual consent and other situations requiring consent)</li> <li>• The range of knowledge and skills needed to give consent</li> <li>• Rights and responsibilities in relationships</li> <li>• What to do when a person does not accept 'no'</li> <li>• Support for situations where consent has not been given or has been ignored</li> <li>• Alcohol (and other substance) use and the implications of this for giving consent.</li> </ul>
<b>Subsequent learning</b>	<p>Could include consideration of:</p> <ul style="list-style-type: none"> <li>• Recognising behaviours in other people that may be indicating abusive or violent tendencies and how to respond to these situations</li> <li>• Sexual abuse, sexual and partner violence and how to respond to these situations, including the range and role of support agencies</li> <li>• Sexual violence prevention that extends beyond matters of consent e.g. self-defence</li> <li>• (Informed) Consent in other contexts.</li> </ul>

## Learning about consent and how to give consent (or not) requires many interconnected skills

To give my consent I (might) need to	Contribution of these knowledge and skills to giving consent
Comprehend and understand what I've been asked to consent to	Consent cannot be given in a vacuum. It has to be in context and that context needs to be understood as best as possible
Think critically about the situation in order to: <ul style="list-style-type: none"> <li>Consider the situation from different perspectives</li> <li>Analyse the situation and weigh up my options</li> <li>Understand the implications of these different options – not only but especially for own wellbeing as related to relationships, personal safety, physical and mental health; feelings about the situation; legal implications; impacts on others ... and so on.</li> <li>Clarify values and beliefs about the situation and be certain about 'what I want' or 'what is best for me'.</li> </ul>	Giving consent is an informed decision-making process. It is not made on a whim or without thinking about and understanding the possible implications of the decision, not only for the person making giving (or not giving) their consent, but other implicated in the situation.
In situations that present a dilemma or a quandary engage in a <b>problem-solving</b> process <ul style="list-style-type: none"> <li>This may require communicating with another person/people to clarify what I'm being asked to do</li> <li>Where appropriate for the situation, <b>negotiate and to reach an agreement</b> that the person is prepared to consent to.</li> </ul>	Situations that require consent to be given often present the person with a dilemma ... if I say yes then ... but if I say no then .... <ul style="list-style-type: none"> <li>However negotiation or problem solving should NOT include coercion or pressure of any kind.</li> <li>Note that 'compromise' or meeting someone half way may not be acceptable in many situations, not only, especially sexual situations.</li> </ul>
<b>After thinking about the above, make a decision - yes or no – then ....</b>	
<b>Communicate</b> the decision <b>assertively and respectfully</b> to either give consent (YES), or NOT give consent (NO)	Giving consent ideally delivers a clear yes or no decision. However, the absence of 'no' is NOT giving consent by default. Also, to give consent people need to be: <ul style="list-style-type: none"> <li>Sober and not under the influence of alcohol or other substances</li> <li>Of a state of mind that they can rationally and reasonably give consent.</li> </ul>
Listen respectfully and effectively (using <b>effective listening skills</b> ) to the person receiving the consent or non-consent if they have further questions, or wish to discuss the matter further.	In context of healthy relationships, there is an 'after' to situations where consent is (not) given. The communications carries on.  Even when consent is given, a person can change their mind and say no, and it supports the relationships if this is clearly articulated with reasons why. Also, because consent is given on one occasion doesn't mean that consent carries over to subsequent occasions.
If a person receiving a non-consent message is not prepared to accept this decision and continues to pressure the other person, <b>assertiveness skills</b> will again be required. If the situation is unsafe, they will need to leave the situation and get to somewhere safe and <b>seek support</b> .	It is important to be able to recognise situations where other behaviours may feature, or could that the situations could escalate to e.g. bullying and harassment, abuse and violence, and how to manage these situations, preferably in a preventative way, but also where and how to seek support if they happen.



# Teaching and learning ideas linked with the Key Learning in the RSE guides

## NZC Levels 1-2

p30-33 year 1-8 RSE guide	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO —ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety	Teaching and learning activities See Section C for examples of teaching resources that support this learning
LEVEL 1 Ākonga can show that they:	<ul style="list-style-type: none"><li>Recognise body parts, including genitals, can name them (in te reo Māori and in English), and understand basic concepts about reproduction.</li><li>Know about body safety, including hygiene and appropriate touching, know how to show respect for themselves and others, and can use strategies to keep themselves safe (including basic safety strategies online and on devices).</li></ul>	<ul style="list-style-type: none"><li>Are able to make friends, be a good friend, be inclusive, and accept and celebrate difference in a range of contexts (including in games, play, classroom activities, and at home).</li><li>Are able to express their own feelings and needs and can listen and be sensitive to others by showing aroha, care, respect, and manaakitanga in a range of contexts.</li><li>Know about belonging and about roles and responsibilities at school and within the whānau and wider community.</li><li>Know who to trust and how to ask for help.</li></ul>	<ul style="list-style-type: none"><li>Understand the relationship between gender, identity, and wellbeing.</li><li>Are able to stand up for themselves and others (eg, if there is unfairness, teasing, bullying, or inappropriate touch).</li></ul>	<b>Learning that builds knowledge and understanding about consent</b> <ul style="list-style-type: none"><li>Learning the correct names of sexual and other body parts (early primary) in English, te reo Māori, and other home languages where possible. Discussing names used by families or among friends for body parts to clarify correct names and when/where it is suitable (or not) to use other names.</li><li>Learning about what it means to be a friend, how to treat other people fairly, how to talk to them respectfully (and things that aren't fair and don't show respect).</li><li>Learning language and ways to express who they are and what is important to them for their wellbeing.</li><li>Recognising that some people are treated differently and unfairly (e.g. boys and girls, people from different cultures, different abilities, etc). Developing understanding of why this is the case and therefore, ways to make sure everyone is included and treated fairly.</li><li>Developing understanding that other people don't have the right to touch their body without consent. They have the right to say no when it comes to anything to do with their own bodies, and no-one can touch them unless they say it's okay.</li><li>Discussing situations about whether or not they feel comfortable in social situations e.g. when someone wants to give them a hug or a kiss, but they don't want to be touched, what are the alternatives and how to ask for that.</li><li>Reading children's stories (see list in Section C) to develop ideas about the nature of consent, how to give consent, or how to say no, and what to do if someone doesn't listen and does something you don't want them to.</li><li>Developing understanding of what feels good and what doesn't feel right, and how to express these feelings.</li><li>Developing awareness of other people's feelings – their body language and facial expression the tone of their voice etc. and how to respond to these.</li><li>Developing understanding that their own behaviour has an impact on other people and that it is never okay to force or coerce someone into doing something they don't want to.</li><li>Learning who is safe to ask for help when feeling unsafe or someone has hurt them.</li><li>Learning how to be safe online and what to do if they see something that upsets or troubles them.</li></ul>
LEVEL 2 Ākonga can show that they:	<ul style="list-style-type: none"><li>Know about human anatomy, about how bodies are diverse and how they change over time, and about human reproductive processes.</li><li>Understand what consent means in a range of contexts, including online contexts.</li><li>Are able to give and receive consent (eg, at the doctor, in the playground, or online).</li></ul>	<ul style="list-style-type: none"><li>Are able to name and express a wide range of feelings and use skills to manage their feelings.</li><li>Engage positively with peers and others during</li><li>play, games, classroom activities, and online (by listening, affirming others, waiting, taking turns, recognising others' feelings and respecting them, and showing manaakitanga, aroha, and responsibility).</li></ul>	<ul style="list-style-type: none"><li>Understand that personal identities differ (eg, in terms of gender, ethnicity, language, religion, and whakapapa).</li><li>Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society.</li><li>Are able to contribute to and follow guidelines that support inclusive environments in the classroom and school.</li></ul>	<b>Learning and development of skills to use in situations (potentially) related to giving consent</b> <ul style="list-style-type: none"><li>Communication skills (basic assertiveness) for telling someone 'no' in situations where the other person wants to do something to you/your body that you don't want them to.</li><li>Learning basic effective listening skills and how to reply to someone respectfully – practised in their interactions during class time, when playing games, and in the playground.</li><li>Practising what to do when someone says no to you and what to do and say to respect their wishes.</li><li>Practising asking for help.</li><li>Learning to name feelings and practising how to express these feelings in an appropriate way.</li><li>Learning how to support someone else if they are hurt or upset, and be an upstander if they see someone is being treated unfairly.</li><li>Using skills to work as a classroom community to support self and others.</li></ul>

NZC Levels 3-4

<p><i>p30-33 year 1-8 and p35-39 year9-13 RSE guides</i></p>	<p><b>KO AU — ALL ABOUT ME</b> Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental</p>	<p><b>KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS</b> Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting</p>	<p><b>KO TŌKU AO —ME AND THE WORLD</b> Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety</p>	<p><b>Teaching and learning activities</b> See Section C for examples of teaching resources that support this learning</p>
<p><b>LEVEL 3</b> Ākonga can show that they:</p>	<ul style="list-style-type: none"><li>Know about pubertal change and how it is different for different people, and understand associated needs that relate to people’s social, emotional, and physical wellbeing.</li><li>Are able to take part in collective action to implement school and community policies that support young people during pubertal change.</li><li>Understand different types of relationships (eg, friendships, romantic relationships, relationships between whānau, team, and church members, and online relationships) and understand how relationships influence their own wellbeing and that of others.</li></ul>	<ul style="list-style-type: none"><li>Understand consent, pressure, coercion, and rights, and have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts. Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online).</li><li>Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau.</li></ul>	<ul style="list-style-type: none"><li>Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (eg, at public events, during physical activity and sports, within whānau, in community organisations, and online).</li><li>Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.</li></ul>	<p><b>Learning that builds knowledge and understanding about consent</b></p> <ul style="list-style-type: none"><li>Exploring children’s and ‘tweens’ friendships – what are the qualities of these? What changes happen to friendships in this age group, and what influences friendships (who your friends are – and who you are not friends with, what you do together, how you treat and support each other, etc)?</li><li>Exploring the challenges to friendships (e.g. changing interests, bullying, break ups, meeting new people, going to different schools, etc). How can children support their own wellbeing when friendships change? How can families, friends, school and communities help?</li><li>Learning about what consent means and recognising examples of consent. Learning what coercion is (and in age appropriate ways, what manipulation, abuse and violence are), and recognising examples of these behaviours.</li><li>Recognising how their own behaviour (and/or that of others) has an impact on other people, and that it is never okay to force or coerce someone into doing something they don’t want to.</li><li>Recognising instances of bullying, developing understanding why some people bully, and what can be done about it. This includes learning about how to use the school’s no-bullying procedures and support systems, and how to be an upstander to support others.</li><li>Recognising pressure situations across a range of contexts, including sexual situations, and what to do to resist the pressure and get to somewhere safe.</li><li>Developing media literacy to help recognise unsafe situations online, and what to do if they see disturbing or upsetting content online.</li><li>Learning to think critically about what is age-appropriate behaviour – language, dress, music and (social) media choices, interpersonal actions and ways of relating to other people, and how taking on teenage and adult behaviours, especially sexualised behaviours seen in media, can be unsafe and may harm the wellbeing of self and others. Asking questions that get students thinking about the sexualisation of children (using actual examples relevant to the students) e.g. children hooking up as boyfriend/girlfriend, kissing (passionately) on the mouth, wearing padded bras and makeup, wearing ‘sexy’ clothing to show off body parts, miming sex acts, using sexual slang words and swearing, asking someone to have sex with them, etc).</li><li>Investigating ‘gender norms’ in the media – in TV programmes, films or music videos, video games, social media (like Tik Tok). Identifying a range of ways girls and boys are treated differently, behave differently etc. Exploring questions like: Are gender norms helpful or harmful and why? Who is treated unfairly when ‘gender norms’ in effect make decisions for people and tell them what they can and can’t (or should and shouldn’t) do? What ideas do students have for overcoming the negative impacts of gender norms?</li><li>Developing a personal toolkit of knowledge and skills, or a personal charter, for staying safe in different situations.</li><li>Learning who to ask for help when feeling unsafe or someone has hurt them, and what support agencies exist in their community or online.</li></ul>
<p><b>LEVEL 4</b> Ākonga can show that they:</p>	<ul style="list-style-type: none"><li>Know about pubertal change (including hormonal changes, menstruation, body development, and the development of gender identities), and about how pubertal change relates to social norms around gender and sexuality; and can make plans to support their own wellbeing and that of others.</li><li>Understand various differing approaches to conception and contraception and how these relate to social norms, choice, consent, and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>Are able to manage intimate relationships (involving attraction, love, and desire) and relationship changes (including changes to relationships online and using social media), through:<ul style="list-style-type: none"><li>knowledge of rights and responsibilities;</li><li>knowledge of the need to give and receive consent and to make informed choices;</li><li>assertive communication.</li></ul></li></ul>	<ul style="list-style-type: none"><li>Understand how school and community contexts (eg, school procedures and rules, sports and physical activities, and community facilities and environments) link with people’s gender and sexual identities; and can take action for inclusion.</li><li>Know how to access help for themselves and others, know about a range of strategies and resources that support health and wellbeing, and understand how these can enhance wellbeing, mitigate risk, and support gender and sexual identity.</li><li>Are able to identify connections between people’s wellbeing and media representations of relationships, gender, and bodies (including representations in social media, in films, and on television).</li></ul>	<p><b>Learning and development of skills to use in situations (potentially) related to giving consent</b></p> <ul style="list-style-type: none"><li>Development of a range of interpersonal communication skills that contribute to the creation and maintenance of respectful friendships e.g. effective listening, assertiveness, joint problem solving, negotiation, etc. Learning to name feelings and practising how to express these feelings in an appropriate way.</li><li>Development of a range of personal self-management skills that contribute to wellbeing e.g. decision making, problem solving, self-affirmation, etc.</li><li>Demonstrating the use of skills when someone says no to you and what to do and say to respect their wishes. Practising asking for help.</li><li>Learning how to support someone else if they are hurt or upset and be an upstander if they see someone is being treated unfairly.</li><li>Using these skills to work as a classroom and school community that support the wellbeing of self and others.</li></ul>



NZC Levels 5-6

p35-39 year9-13 RSE guides	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO —ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety	Teaching and learning activity ideas See Section C for examples of teaching resources that support this learning
LEVEL 5 Ākonga can show that they:	<ul style="list-style-type: none"><li>Know about a range of cultural approaches to issues of gender and sexuality and how these relate to holistic understandings of wellbeing, eg, in terms of:<ul style="list-style-type: none"><li>varying perspectives on contraception and reproduction for different people, such as teens, heterosexual couples, same-sex couples, and single parents</li><li>cultural, generational, and personal values related to gender and sexual identities.</li></ul></li><li>Take part in a range of practices and activities (eg, physical activity and sport, school and community events, classroom activities, and interactions on social media); reflect critically on how these practices connect with issues of body image and gender norms; and develop strategies to promote inclusion and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>Have skills for enhancing relationships, including skills for:<ul style="list-style-type: none"><li>strengthening personal identity</li><li>effective communication</li><li>assertiveness</li><li>negotiating intimacy</li><li>giving and receiving consent</li><li>dealing with pressure</li><li>demonstrating care and respect.</li></ul></li><li>Understand how people’s ideas about love, intimacy, attraction, desire, romance, and pleasure can affect wellbeing and relationships.</li></ul>	<ul style="list-style-type: none"><li>Are able to analyse representations of sex, sexuality, and relationships (in social media, advertising, and entertainment) in terms of their impacts on relationships and wellbeing, and can use a range of strategies to take action when these affect their own wellbeing or that of others.</li><li>Understand school and community policies and events that support sex, gender, and sexual diversity, and know how to take action to support these policies.</li></ul>	<b>Learning that builds knowledge and understanding about consent</b> <ul style="list-style-type: none"><li>Exploration of teenage friendships – qualities of these, managing changes to friendships, what is similar or different when the relationship is based on romantic or sexual interest, and what influences teenage friendships (who your friends are – and who you are not friends with, what you do together, how you treat, support, or influence each other, etc)?</li><li>Exploration of the challenges to teenage friendships (e.g. changing interests, bullying, break ups, meeting new people, going to different schools, etc). How can teenagers support their own wellbeing when friendships change? How can families, friends, school and communities help?</li><li>Learning about what consent means and recognising examples of consent. Learning what coercion is (and manipulation, abuse, violence etc) and recognising examples of these behaviours.</li><li>Analysing tricky situations e.g. if a person doesn’t actually say yes or no and just goes along with it, have they consented? If a person consents to a sexual act but changes their mind part the way through and takes back their consent/says no to going any further, is that OK? What about when a person consents to the sexual activity, and then some time later after it has happened, can they take back consent then because they feel ashamed or embarrassed about it, or it they didn’t enjoy it?</li><li>Mapping out a range of rights and responsibilities in relationships (to develop and maintain a healthy respectful relationship). As far as possible, linking a right with a responsibility and consider both/all people in the relationship.</li><li>Carry out a reflective activity to identify and clarify personal values – what’s important to me for my wellbeing. Perspective taking – could any of my values have a negative impact on my relationships with others – what/how/why? How do my values contribute positively to a respectful relationship?</li><li>Critiquing the usefulness of the highly popular <a href="#">consent cup of tea video</a> (use a ‘clean’ version as the original contains coarse language). Students create their own video about consent, relevant for students at their school, which can be viewed through the school’s digital learning platform or website (for parental viewing).</li><li>Investigating ‘gender norms’ in the school and local community – identifying a wide range of ways girls/women and boys/men are differentiated, treated differently, behave differently etc – because of social expectations and established ways of doing things. Explore questions like: Are gender norms, gender stereotypes and gender roles all the same thing (and how are they the same/similar/different)? How and for whom, do gender norms impact wellbeing in our (school) community? How can we challenge and change this situation to make it fairer for everyone?</li><li>Analysing the messages in children’s books about consent (see online videos) – are the consent messages still the same for teenagers? Analysing teenage relationship support literature or websites – are the consent messages present/applicable? In what ways are these resources relevant/in what ways do they need to improve and why?</li><li>Investigating legal considerations related to consent (sexual consent and other situations requiring consent based on age and health for example).</li><li>Investigating what support students have access to in school and in their local community for situations where consent has not been given but the other person has ignored this. Think of in-person and cyber-related situations.</li><li>Investigating how/why use of alcohol (and other substances) compromises people’s ability to give consent – and what can/can’t people consent to under the influence of alcohol. Why does a lot on non-consensual sexual activity involve and how can young people be safer in social situations (like parties) where alcohol is being used, and there is the potential for sexual behaviour?</li><li>Recognising examples of sexual abuse (or violence) and finding out who to go to for (confidential) support.</li></ul> <b>Learning and development of skills to use in situations related to giving consent</b> <ul style="list-style-type: none"><li>Understanding the features and use of a range of self-management skills (e.g. decision making, own problem solving, self-affirmation, goal setting) and interpersonal communication skills e.g. effective listening, assertiveness, joint problem solving, negotiation, etc. Application of skills to consent related scenarios that demonstrate a range of skills needed to give consent.</li><li>Demonstrating (in contrived situations) what to do when a person does not accept ‘no’.</li><li>Being able to see situations involving consent from different people’s perspectives and use a range of skills need to show empathy, and to exercise rights and responsibilities.</li></ul>
LEVEL 6 Ākonga can show that they:	<ul style="list-style-type: none"><li>Are able to examine how gender and sexual identities can shift in different contexts and over time, and understand how these identities can be affected by relationships, family, media, popular culture, religion, spirituality, and youth cultures.</li></ul>	<ul style="list-style-type: none"><li>Have knowledge and skills to enhance wellbeing in intimate relationships, including knowledge and skills about:<ul style="list-style-type: none"><li>rights and responsibilities</li><li>consent, decision-making, and problem-solving considering risks and safe sexual practices.</li></ul></li><li>Recognise how different values affect people’s behaviours in intimate relationships and can develop interpersonal skills and plan strategies for responding to needs and challenges, solving problems, and making decisions.</li></ul>	<ul style="list-style-type: none"><li>Are able to compare concepts of love, attraction, romance, pleasure, and consent from different perspectives and in different situations, and can take ethical standpoints (eg, by considering cultural values, church values, family values, and the values portrayed in social media and films).</li><li>Are able to critique heteronormative messages and practices in the school or community and recommend actions to address these.</li></ul>	

NZC Levels 7-8

p35-39 year9-13 RSE guides	<b>KO AU — ALL ABOUT ME</b> Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	<b>KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS</b> Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	<b>KO TŌKU AO —ME AND THE WORLD</b> Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety	<b>Teaching and learning activity ideas</b> <i>Subject specialist senior secondary courses that build on learning in years 1-10 have the benefit of more time for inquiry and investigation. There is also far greater opportunity for these age/year level groups to investigate complex and challenging issues using an <a href="#">Action Competence Learning Process</a> which requires considered and detailed <a href="#">critical thinking</a>. Senior programmes draw on a wide range of source material, examples of which are indicated below.</i>
<b>LEVEL 7</b> Ākonga can show that they:	<ul style="list-style-type: none"><li>Understand how sex, gender, and sexuality might change across the lifespan</li><li>Understand physical change across the lifespan for different people, including changes relating to fertility, menstruation, and the menopause, and explore the impacts of people’s choices relating to sexual health (eg, choices about using contraceptives, hormone blockers, or drugs, and about dealing with STIs).</li><li>Are able to identify risks arising from intimate relationships in online and offline environments, and can explain their personal values and needs (eg, in relation to dating, the influence of pornography, or issues of consent).</li></ul>	<ul style="list-style-type: none"><li>Are able to analyse their own close friendships, partnerships, and social interactions, and can plan actions to enhance communication and wellbeing in a range of situations (including online situations and situations involving alcohol and other drugs).</li></ul>	<p>Are able to:</p> <ul style="list-style-type: none"><li>evaluate societal and cultural influences on partnerships, families, and childcare relationships</li><li>analyse beliefs, attitudes, and practices that influence choices by reinforcing stereotypes (such as sexism, homophobia, and transphobia)</li><li>use principles of social justice to advocate for inclusive practices.</li></ul>	<b>Learning that builds knowledge and understanding about consent</b> <ul style="list-style-type: none"><li>Learning what is meant by ‘power imbalances in relationships’ and the attitudes, values, and beliefs (both individual and ‘societal’) that causes and perpetuates these. Identify various (named) behaviours where there is a power imbalance (bullying, harassment etc). How do power imbalances manifest in people’s behaviours? How do these behaviours impact the wellbeing of individuals, people in relationships, groups, families and communities? What needs to change?</li><li>Using articles or developing scenarios based on current events, recent news stories, or TV/film plot lines where consent was an issue, analyse these scenarios to determine who is being treated unfairly and what combination of actions is needed to enhance wellbeing for all involved?</li><li>Investigating the ways gender norms contribute to unequal status of males and females in society (or in a specific organisation, or social/work/education setting), the implications of this for giving consent (or not) in interpersonal or relationship situations, and having this decision respected. What needs to change in this (studied) context for fairer and equal treatment for all?</li><li>Investigating the way social media either promotes healthy consensual relationships and/or undermines them. What actions can young people take to keep themselves safe online? Who else can support young people to be safe(r) online?</li><li>Using the Classification Office report findings investigate the ways pornography undermines public health promotion messages of respectful, consensual relationships.</li><li>Carrying out an inquiry into the notion of ‘informed consent’ and the relationship of this to people’s health and wellbeing. This would include consideration of the many legal situations (laws and policies) where informed consent is required due to age, health status, or other life circumstances.</li><li>Exploring claims to ‘individual rights’ vs the greater good in contexts impacting consensual relationships e.g. the ‘right’ to cultural beliefs and practices that position men and women differently; the ‘right’ to watch pornography, etc.</li><li>Investigating the role and work/actions of national and international activism groups seeking to eliminate sexual harassment and other forms of sexual violence. Relate this to the NZ Sexual Violence Prevention strategy.</li><li>Investigating a range of ‘models’ or frameworks used to illustrate escalating abusiveness and violence in relationships. How useful are these frameworks for teenage relationships?</li><li>Debating whether education about consent should be mandated in schools. What does, or could, it mean for learning about consent to be mandated? (Investigate developments in Australia).</li><li>Carrying out an inquiry into all of the systems and processes (etc) in the wider school (community) that support learning about consent and respectful relationships in class. Make recommendations to the board about changes and improvements that could be made. Think of systems that need to be present/operate all of the time, as well as events like the school ball and other functions.</li><li>Carrying out a survey/focus groups to collect student voice from across all levels to help the school decide the sort of learning about consent that is needed at each year level.</li><li>Analysing New Zealand sexual violence statistics to develop understanding of the scale and nature of the issue. Use other sources of evidence to try and explain why SV is prevalent in New Zealand. Make comparisons with other countries. Decide what actions need to be taken at policy and community/societal level. <i>The Ministry of Justice tells us approximately one-quarter of all women in New Zealand have experienced sexual assault in their lifetime, but only 6 per cent of whom have reported it to police (2020 data).</i></li></ul>
<b>LEVEL 8</b> Ākonga can show that they:	<ul style="list-style-type: none"><li>Are able to critically evaluate a range of data and devise strategies to meet their current and future sexual health needs.</li><li>Are able to reflect on their personal identity (which will include their gender, sexuality, body, ethnicity, culture, location, ability, and age) and to explore identity politics and related issues in diverse contexts (including issues around labels such as “LGBTQI+”, “rainbow”, “takatāpui”, and “MVPFAFF”).</li></ul>	<ul style="list-style-type: none"><li>Are able to critically analyse values, practices, and legislation for promoting safer and more pleasurable sexual practices (eg, by examining health promotion strategies, law changes, and health policies).</li><li>Are able to explore desire, pleasure, consent, and attraction as interpersonal, social, and ethical concepts, and can plan to actively promote positive, equitable, and supportive relationships.</li></ul>	<ul style="list-style-type: none"><li>Are able to critically evaluate societal attitudes to sex and sexuality (including attitudes in families, communities, religious contexts, and online), and can apply health promotion strategies to enhance sexual health and affirm diversity.</li><li>Are able to critically analyse a range of issues that affect relationships, gender identity, and sexuality (eg, by considering the social impacts of online dating and pornography as well as the social and environmental impacts of menstrual products, contraceptive devices, fertility treatments, and pharmaceuticals), and can advocate for sexual and environmental justice and for inclusive cultures.</li></ul>	<b>Learning and development of skills to use in situations related to giving consent</b> <ul style="list-style-type: none"><li>Consolidation of a range of interpersonal communication skills developed across years 1-10 to be able to recognise which skills need to be applied to which situation, and how a combination of skills is needed to manage consent-related situations.</li><li>Drawing on a wide range of skills to plan and implement individual and collective (school-based) actions that support wellbeing in a context where consent-related situations feature.</li></ul>

# Section C. Support materials

## Policy and Strategy statements

[Ministry of Education RSE guides](#) (2020)

- **Relationships and Sexuality Education: A Guide for Teachers, Leaders, and Boards of Trustees Years 1–8**
- **Relationships and Sexuality Education: A Guide for Teachers, Leaders, and Boards of Trustees Years 9–13**

NZ Government (2022) **Te Aorerekura: National Strategy to Eliminate Family Violence and Sexual Violence**

<https://violencefree.govt.nz/national-strategy/>

## Teaching and learning resources

### Primary

#### Ministry of Education

**Sexuality Education for Curriculum Levels 1-2 & 3-4** booklets with separate pdfs of activity sheets. *Note that in 2022 these are being refreshed to align them with the RSE year 1-8 guide. Check for these revised titles in 2023.*

**Much of this learning provides the respectful relationships foundations for learning about consent.**

#### Levels 1-2

- **Working together: Making our class a great place to be**

Overarching question: How can I help make my classroom a happy and positive place for everyone to learn?

- **Me and other people: Making friends**

Overarching question: How can I have friendships that are happy and healthy?

- **Me and other people: Standing up for myself and others**

Overarching question: What is bullying and what can we do about it?

- **Me and my body: Being responsible for my body**

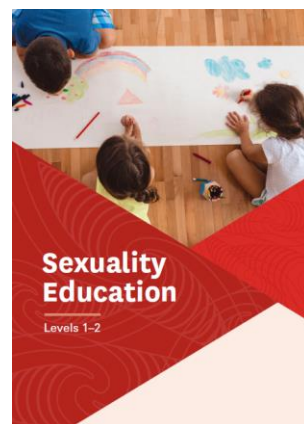
Overarching question: What does it mean to be responsible for my body?

- **Me and other people: Challenging gender expectations**

Overarching question: Are some things just for boys and others just for girls?

- **Me and my community: Who can help?**

Overarching question: Where can my family and I get help to keep well?



#### Levels 3-4

- **Exploring self: The strength within**

Overarching question: What empowers us, and what can challenge us during this stage of our lives?

- **Exploring self: Wheel of well-being**

Overarching question: How is my well-being and what can I do to enhance it?

- **Changing me: Getting to know my body**

Overarching question: What are the specific names of the body parts that relate to puberty, sex, and reproduction, and how do people view bodies differently?



- **Changing me: Growing me, different me**

Overarching question: How do I stay resilient and confident while going through pubertal change?

- **Changing me: Managing changing relationships**

Overarching question: How do relationships change during puberty, and what can we do to support others?

- **Me and the world: Being responsible and respectful online**

Overarching question: How can we be responsible and respectful online?

- **Me and the world: Let's all join in**

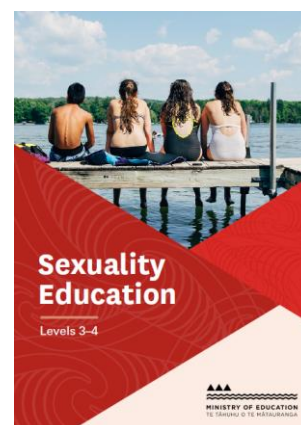
Overarching question: What can I do to support myself and others when being excluded or bullied?

- **Me and the world: Challenging stereotypes**

Overarching question: How is the way we view ourselves and each other influenced by the media?

- **Me and the world: Who can help?**

Overarching question: Who can support me during and after puberty, and how do I know they are right for me?

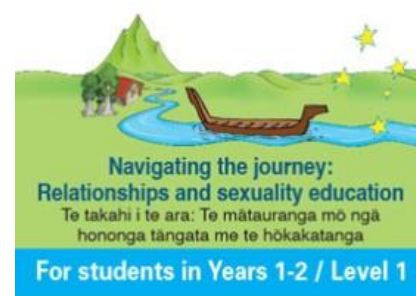


## Primary and secondary (Years 1-10)

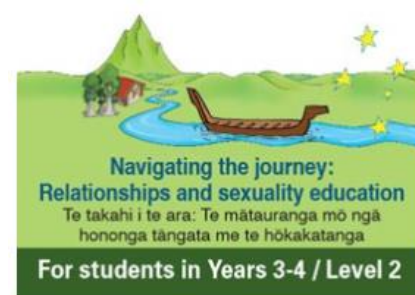
### [Family Planning New Zealand](#)

#### Navigating the Journey teaching and learning resources

- Theme 1, Activity 2: *Caring for others*
- Theme 1, Activity 3: *What is cooperation?*
- Theme 1, Activity 4: *Being a good listener*
- Theme 2, Activity 4: *How am I the same, how am I different?*
- Theme 2, Activity 6: *Gender roles*
- Theme 3, Activity 1: *Respect for others*
- Theme 3, Activity 2: *Being a good friend*
- Theme 3, Activity 3: *Expressing my feelings*
- Theme 3, Activity 4: *How is JJ feeling?*
- Theme 3, Activity 2: *Being a good friend*
- Theme 5, Activity 1: *Standing up for myself and others*
- Theme 5, Activity 2: *My body is mine*
- Theme 5, Activity 3: *Safe and unsafe touching*
- Theme 5, Activity 4: *Who can help me?*

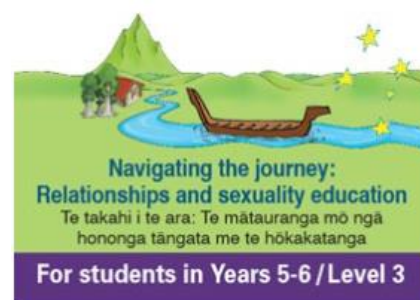


- Theme 1, Activity 3: *Practicing cooperative skills*
- Theme 2, Activity 5: *Gender diversity*
- Theme 3, Activity 1: *Growing healthy relationships*
- Theme 3, Activity 2: *Exploring manaakitanga*
- Theme 3, Activity 3: *Recognising and expressing my feelings*
- Theme 3, Activity 4: *Managing relationships and challenging situations*
- Theme 3, Activity 5: *Managing peer pressure*
- Theme 5, Activity 1: *I'm the boss of my body*
- Theme 5, Activity 2: *Standing up for myself and others*
- Theme 5, Activity 3: *Staying safe online*
- Theme 5, Activity 4: *Who can help me with my worries?*

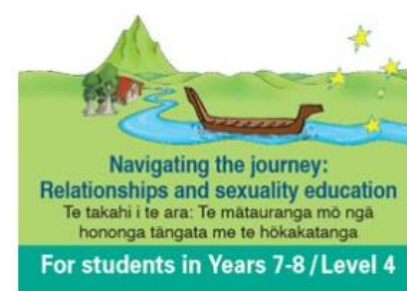


- Theme 2, Activity 3: *Recognising media influences on identity*

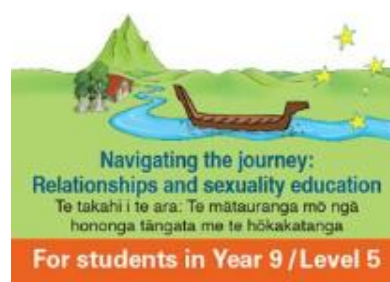
- Theme 3, Activity 1: *Relationship qualities*
- Theme 3, Activity 2: *Different types of relationships*
- Theme 3, Activity 3: *Managing relationships*
- Theme 3, Activity 4: *Communication skills*
- Theme 3, Activity 5: *Understanding different perspectives*
- Theme 3, Activity 6: *Making decisions*
- Theme 5, Activity 1: *Safety online*
- Theme 5, Activity 2: *Available supports*
- Theme 5, Activity 3: *Supporting others*



- Theme 2, Activity 2: *Balancing rights and responsibilities*
- Theme 2, Activity 3: *Understanding gender and stereotypes*
- Theme 3, Activity 1: *What is important in a relationship?*
- Theme 3, Activity 2: *Setting our boundaries*
- Theme 3, Activity 4: *Assertiveness and making decisions*
- Theme 5, Activity 1: *Listening to our feelings*
- Theme 5, Activity 2: *Online safety: cyberbullying*
- Theme 5, Activity 3: *Online safety: Pornography and sexting*
- Theme 5, Activity 4: *Who is on our maunga?*
- Theme 5, Activity 3: *Supporting others*



- Theme 2, Activity 1: *Being a teenager*
- Theme 2, Activity 2: *Gender identity*
- Theme 2, Activity 3: *Gender stereotypes and the media*
- Theme 3, Activity 1: *Healthy relationships*
- Theme 3, Activity 2: *Different ways of communicating*
- Theme 3, Activity 3: *Asking out, turning down, breaking up*
- Theme 3, Activity 4: *Sexual relationships*
- Theme 3, Activity 5: *Consent*
- Theme 5, Activity 1: *Listening to our feelings*
- Theme 5, Activity 5: *Being safe online: Cyberbullying*
- Theme 5, Activity 6: *Online safety: Nudes and sexting*
- Theme 5, Activity 7: *Online safety: Pornography*
- Theme 5, Activity 8: *Who can help?*



- Theme 2, Activity 2: *Gender and the media*
- Theme 3, Activity 1: *Friendships and relationships*
- Theme 3, Activity 2: *Relationship levels*
- Theme 3, Activity 3: *Sexual relationships*
- Theme 3, Activity 4: *Relationship challenges*
- Theme 3, Activity 5: *Consent*
- Theme 3, Activity 6: *Consent 2*
- Theme 5, Activity 2: *Communicating with your partner about safer sex*
- Theme 5, Activity 5: *Making decisions about alcohol*
- Theme 5, Activity 6: *Critically thinking about pornography*



## Primary

### Ministry of Education [Understanding ourselves and getting on together](#)

This resource collection focuses on the mental health key area of learning and is designed to nurture self-awareness and acceptance, develop social skills, and create positive and inclusive classroom communities.

The activities are aimed at teachers of all levels. Adapt and develop them to meet the needs of ākonga in your context and setting.

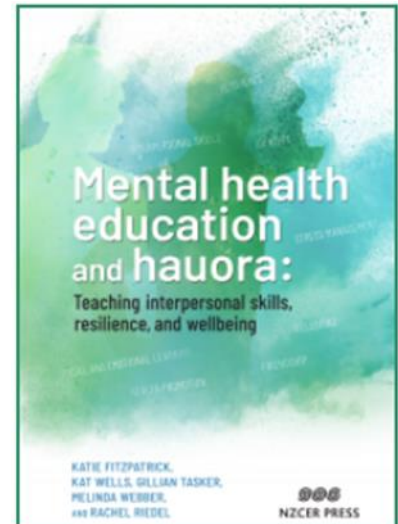
## Understanding ourselves and getting on together – Resource collection

## Years 7-10

### NZCER Press (Fitzpatrick, et al (2018)

#### Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing:.

- <https://healtheducation.org.nz/resources/mental-health-education/>  
Lesson 2: Rangatiratanga – self determination
- Lesson 6: Gender, sexuality, feminism
- Lesson 15: Ethics
- Lesson 18: Would you rather? Making choices
- Lesson 19: Creating a positive online identity
- Lessons 25 - 29: Feelings
- Lessons 30 - 36: Resilience, grit, mana, self-care
- Lessons 51 - 55: Online safety, help-seeking and support services
- Lessons 56 - 67: Caring for others, rights and responsibilities, being an upstander, accepting different views, challenging assumptions, community services.
- Lessons 78 - 84: Listening skills
- Lessons 85 - 93: Friendships
- Lessons 94 - 100: Assertiveness
- Lessons 101 - 102: Problem-solving
- Lessons 103 - 107: Decision-making
- Lessons 108 - 110: Negotiation
- Lessons 111 - 113: Conflict



## Other resources

### Family Planning:

The text and resources at these links provide information about issues relating to consent.

[What does consent look like?](#)

[How to talk with your children about consent](#)

[Consent - Say and show 'yes' to an activity.](#)

## Secondary

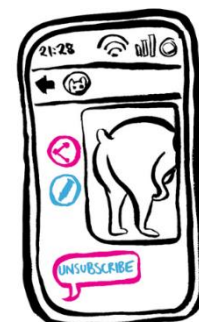
### Classification Office and Netsafe

#### [The Bare Facts](#)

Information, videos and young people's voices relating to sharing nudes.

See also [Netsafe](#) link.

Thinking of sharing nudes?



## Secondary

### [The REAL Sex Talk: Villainesse](#)

Two videos from this series connect specifically to issues around consent, respect and relationships:

- [Consent](#)
- [Respect, relationships and peer pressure](#)

## Primary

### [Respectful relationships: School Kit](#)

## Australian resources

- [Body Talk](#) – from Family Planning NSW. Information about a range of considerations in relationships, including consent.
- [Respectful Relationships](#) education is a core component of the Victorian Curriculum from foundation to year 12.
- [The Practical Guide to Love, Sex and Relationships: A teaching resource for Years 7 to 10](#) - A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University, exploring relationships, sexual consent, equity and sexual and reproductive health. Funded by the Australian Government.

## Support agencies, programmes

**NZ Police [Loves Me Loves Me Not](#)** (workshop) *Loves-Me-Not is a 'whole-school approach' to prevent abusive behaviour in relationships. It is based on a student inquiry learning process, where students take action (personal action, effective bystander action and community action) to prevent harm from relationship abuse. Loves-Me-Not is designed for Year 12 students as the appropriate age to discuss relationship abuse and to start to take action for change.*

**[Rape Prevention Education](#)** (RPE) *works in the greater Auckland area and nationally to prevent sexual violence through the delivery of education and health promotion and prevention activities.*

**TOAH-NNEST [Te Ohaakii a Hine – National Network Ending Sexual Violence Together](#)** *is for Aotearoa New Zealand to be free of sexual violence. Their website is designed to provide you with information, research and gain access to sexual violence response and prevention services, representing members all over the country.*

**[RespectEd Aotearoa](#)**: *Our Vision is Aotearoa free from Sexual Harm. Through expert consultation, training and support, we facilitate positive change in your organisation or community*

See also **[Sexual Violence Primary prevention \(SVPP\) toolkit](#)** - Programmes and organisations (contains a list of regional and national providers. *There are a range of organisations and programmes across New Zealand that initiate, promote and support sexual prevention activities and provide education in schools and communities.*

**Shine** <https://www.2shine.org.nz/> support for victims of domestic violence.

## Children's Books

***Consent (for Kids!): Boundaries, respect, and being in charge of YOU*** by Rachel Brian (2020) promoted by a range of New Zealand sources (USA in origin) see for example the reference at the New Zealand [Pink Shirt](#) day website.

***Yes! No! A First Conversation About Consent*** by Megan Madison Jessica Ralli (2022) – USA

***Welcome to Consent*** by Dr Melissa Kang and Yumi Styne (2021) – Australia (for tweens and teens)

You Tube videos of children's books with consent themes (there are many titles) – review before screening with students (these are all USA) and where possible replace with local titles

- [Consent for kids](#) (cartoon video)
- [This is my body: What I say goes](#)
- [My body belongs to me](#)
- [My body belongs to me: From my head, to my toes](#)

## Selected research literature - suggestions for professional reading

Beres, M. (2020). Perspectives of rape-prevention educators on the role of consent in sexual violence prevention. *Sex Education, 20*(2), pp. 227-238.

Bragg, S., Ponsford, R., Meiksin, R., Emmerson, L., & Bonell, C. (2021). Dilemmas of school-based relationships and sexuality education for and about consent. *Sex Education, 21*(3), pp. 269-283.

Burton, O., Rawstorne, P., Watchirs-Smith, L., Nathan, S., & Carter, A. (2022). Teaching sexual consent to young people in education settings: a narrative systematic review. *Sex Education*, pp. 1-17.

Gilbert, J. (2018). Contesting consent in sex education. *Sex Education, 18*(3), pp. 268-279.

Harris, K. L. (2018). Yes means yes and no means no, but both these mantras need to go: Communication myths in consent education and anti-rape activism. *Journal of Applied Communication Research, 46*(2), pp. 155-178.

Ortiz, R. R., & Shafer, A. (2018). Unblurring the lines of sexual consent with a college student-driven sexual consent education campaign. *Journal of American college health, 66*(6), pp. 450-456.

Willis, M., Jozkowski, K. N., & Read, J. (2019). Sexual consent in K–12 sex education: An analysis of current health education standards in the United States. *Sex Education, 19*(2), pp. 226-236.