

Relationship and Sexuality Education

Curriculum Level 4 (Year 7 & 8, 12 – 13 years)

Ko au – All about me

RESIST
Gender Education

(Note: Quite a few useful videos are available on <https://study.com> but there is a subscription so they are not listed here.)

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none">Know about pubertal change (including hormonal changes, menstruation, wet dreams, body development).	<ul style="list-style-type: none">Review understanding of pubertal change from CL3 and add to it by watching videos about and discussing the effects of different hormones, wet dreams, and menstruation. (Note: boys and girls may feel more comfortable to be segregated when watching and discussing this topic, but each sex should know what is happening for the other sex during puberty.)Do a class survey about menstruation – When did the students first learn about it? Do they think they fully understand the menstrual cycle? What questions do they have? Do they think periods are something only girls need to know about? Do they see a period as unclean? Are they embarrassed to talk about periods? Have they seen or experienced period bullying (such as making comments that if a girl is grumpy, she must have her period)? Classify the answers by sex to discover different experiences and attitudes from boys and girls.Discuss the survey results and how both boys and girls can improve knowledge and attitudes towards menstruation.Watch the video “Menstruation Matters” about how her period affects a girl in Niger. Ask	<ul style="list-style-type: none">Puberty https://www.ypo.education/general/puberty-t159/video/How do your hormones work? https://www.youtube.com/watch?v=-SPRPkLoKp8What is a wet dream? https://youtu.be/q_mWKHpEhaUMenstruation matters https://www.unicef.org/niger/stories/menstruation-natural-fact-life

	<p>students to research other examples of different cultural attitudes to menstruation. Discuss taboos and myths about menstruation and how they limit girls' opportunities.</p> <ul style="list-style-type: none"> Consider ways that society could better support menstruating girls (eg by providing free period products and not making personal comments about periods). <p>(Note: Provide a question box and every student with a piece of paper that they put in the box at the end of the lesson so that questions can be asked anonymously.)</p>	
<ul style="list-style-type: none"> Know how pubertal change relates to social norms around sex, sexuality, and sexual orientation. <p>(Note: The topic of transgenderism – distinct from sexual orientation – will be covered in Years 9 & 10. At Years 7 & 8 any discussion about transgender people should comply with the school policy and questions should be referred home to be answered by parents.)</p>	<ul style="list-style-type: none"> Discuss sexual attraction, including same-sex attraction. Ask students to provide examples of a range of romantic relationships both from real life and books, TV or film. 	<ul style="list-style-type: none"> Sexual Orientations Explained: https://www.youtube.com/watch?v=P5x5Fo7rMvY How to know if you're in love. https://www.youtube.com/watch?v=KZV38ah3wc8
<ul style="list-style-type: none"> Understand the process of human reproduction. 	<ul style="list-style-type: none"> Before watching the videos, give students a Yes/No sheet of reproduction facts that they answer. (Include some amusing questions that kids have really asked, such as "If you have sex for longer will the baby be bigger?") Collate the answers for later comparison. Watch the videos and compare the facts with the answers previously given by the class. Talk about why there are any discrepancies – where is the incorrect information coming from? 	<ul style="list-style-type: none"> How pregnancy happens https://bodytalk.org.au/how-it-works/conception-how-pregnancy-happens/ Fertilisation https://www.youtube.com/watch?v=5OvgQW6FG4&ab_channel=NucleusMedicalMedia Sexual Reproduction Humans https://www.youtube.com/watch?v=-ekRRuSa_UQ

	<ul style="list-style-type: none"> Discuss any questions that are still unanswered and also provide a question box for any further questions to be submitted anonymously. 	
<ul style="list-style-type: none"> Can make plans to support their own wellbeing and that of others. 	<ul style="list-style-type: none"> Arrange for visits from a school or nearby counsellor, nurse, or teenage support service (including online services) to explain what they provide and how students can access their support. Emphasise that parents are often the best people to support students through difficulties and how parents will react to problems should not be assumed. Role play how to broach a difficult subject with parents, including having a friend, other family member, or another trusted adult as a support person in the conversation. 	<ul style="list-style-type: none"> For Teens: How to talk to your parents about mental health. https://www.youtube.com/watch?v=16-X3tOolxM

Ko aku hoa – Friendships and relationships

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none"> Understand consent, pressure, coercion, and rights, in relation to romantic relationships. 	<ul style="list-style-type: none"> Explore how to identify and manage relationship problems. Make a chart of healthy vs unhealthy relationship behaviours (taking turns, doing kind things for each other, sharing hobbies or outings, being welcoming to each other's friends and family etc vs one person always choosing, resenting other friendships, checking up on phones or money, dictating how to dress etc). Be sure to explain that these 	<ul style="list-style-type: none"> Martha's boyfriend https://www.avert.org/hubs/young-voices-africa/unhealthy-relationships

	<p>behaviours can be evident in friendships as well as in romantic relationships of any kind.</p> <ul style="list-style-type: none"> ▪ Watch “Martha’s Boyfriend” and use the online comic creator for students to create their own ending for the story. Share the comics and discuss the various solutions. (https://www.avert.org/sites/default/files/Unhealthy%20relationships%20-%20Comic.pdf) 	
<ul style="list-style-type: none"> ▪ Have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts. 	<ul style="list-style-type: none"> ▪ Ask students why is there an age of consent? Why is the age different in some other countries? Why can’t young people decide for themselves? Ensure they know the age of consent for sexual intercourse is 16 years in NZ. ▪ As well as verbal consent as described in “Tea and consent”, discuss non-verbal cues of consent that might be used for hand-holding, hugging and kissing. When are non-verbal cues appropriate and when are they not? ▪ Discuss consent as it applies to social media. Do students seek consent from friends before posting photos of them? ▪ What examples do they have of unwanted attention or bullying on social media, especially with images? How could they manage those problems? 	<ul style="list-style-type: none"> ▪ Tea and consent https://youtu.be/pZwvrXVavnQ ▪ Sexual Abuse Can Happen to Anyone https://www.youtube.com/watch?v=STyNOVigxcM&ab_channel=AMAZEOrg
<ul style="list-style-type: none"> ▪ Are able to use strategies to address relationship challenges in romantic relationships and online. 	<ul style="list-style-type: none"> ▪ Watch the Newshub video about parental supervision of online activity. Make a chart of the variety of online rules in the students’ families. 	<ul style="list-style-type: none"> ▪ https://www.newshub.co.nz/home/new-zealand/2021/08/parents-urged-to-keep-talking-to-children-about-what-they-re-doing-online-as-they-grow-up.html

	<ul style="list-style-type: none"> Discuss the purpose of the rules and whether they are effective. Which rules do the students think they would voluntarily keep because they know they do keep them safe online? 	
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Ko tōku ao – Me and the world

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none"> Are able to identify connections between people's wellbeing and media representations of relationships, sex, and bodies (including representations in social media, in films, and on television). 	<ul style="list-style-type: none"> In pairs, ask students to draw and list the physical and emotional qualities of an 'ideal' man. Share with another pair. What differences are there and why? What do they think has influenced their different ideas? Watch the video "Male Gender Types" and discuss the opinions of the students interviewed. Survey the class with the same questions as the video and compare the answers. Watch the "Lifting Limits" video and ask the school librarian for support to carry out a similar investigation with books in the school library. As well as noticing how few adventurous role models there are for girls, analyse whether there are sensitive or non-muscular role models for boys. Discuss the effect these stereotypes have on behaviour, friendships, and choices. 	<ul style="list-style-type: none"> Male Gender Types https://edition.cnn.com/2015/03/19/living/feat-boy-stereotypes-sheknows-hatch-survey/index.html <p>(Note: 'Sex' and 'gender' are very frequently used interchangeably and it is important to clarify what is meant each time. Eg It is not possible for a person to change 'sex' but a person can change their 'gendered' behaviour. Boys and girls may dress, behave, and have interests as they wish but the sex they were born as remains the same.)</p> <ul style="list-style-type: none"> Lifting Limits https://liftinglimits.org.uk/families/
<ul style="list-style-type: none"> Know how to access help for themselves and others, know about a range of strategies and 	<ul style="list-style-type: none"> Make a class list of problems people their age may face, such as bullying, peer pressure, 	<ul style="list-style-type: none"> https://mentalhealth.org.nz/five-ways-to-wellbeing

resources that support health and wellbeing, and understand how these can enhance wellbeing, mitigate risk, and support relationships.	<p>family separation, eating disorders, depression, family violence, social anxiety, etc. Assign a problem to a small group to research.</p> <ul style="list-style-type: none"> ▪ Ask each group to report to the class about what causes the problem, who in the community to turn to for help, and how to help themselves or a friend to manage the problem. ▪ If not already presented, introduce the class to the “Five Ways to Wellbeing.” Ask the students to give an example of when they have used one of the five ways to make them feel better. Repeat this activity regularly so that these five strategies become second nature. 	
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Note: Use the “[Question Flowchart](#)” to assist in answering questions in an age-appropriate way.