

Relationship and Sexuality Education

Curriculum Level 3 (Year 5 & 6, 10 – 11 years)

Ko au – All about me



(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 and how it is different for different people, and understand associated needs that relate to people’s social, emotional, and physical wellbeing. 	<ul style="list-style-type: none"> Watch and discuss videos that describe pubertal change. (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.) Show and discuss how to use menstruation products. Discuss how embarrassment and poverty may keep girls at home during their periods. In what ways can schools support girls during menstruation? How can boys make menstruation easier for girls? <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"> Normal puberty for girls video. https://kidshealth.org/CHOC/en/kids/puberty-normal-video.html Normal puberty for boys video. https://www.healthnavigator.org.nz/videos/p/puberty/ Menstruation video. https://www.healthnavigator.org.nz/videos/p/puberty/
<ul style="list-style-type: none"> Understand that pubertal change readies the body for the possibility of having children later (know female + male reproductive parts). 	<ul style="list-style-type: none"> Watch and discuss video about reproductive parts. Talk about other names for the organs and why people use different names. Are some names disrespectful or crude or obscene – does everyone agree on that? When is it important to use the scientific names? <p>(Note: To reduce embarrassment you may teach about the digestive and circulatory system at the same time.)</p>	<ul style="list-style-type: none"> Male and female reproductive system video. https://happylearning.tv/en/the-reproductive-system/

<ul style="list-style-type: none"> Understand different types of relationships (eg, friendships, romantic relationships, relationships between whānau, team, and church members, and online relationships) and understand how relationships influence their own wellbeing and that of others. 	<ul style="list-style-type: none"> Make an individual circle of care chart. In the middle the students draw or name themselves and the people in their family. In the next concentric circle, they draw or name their friends and other people they like spending time with. In the next circle they put people they know from teams, church, clubs, or in online groups. Talk about the differences between the relationships in each circle. How do the people in each group make the student feel? What do they provide to the student and what does the student give back? How do the relationships affect everyone? Where on the circle would they place the words friendship, companionship, co-operation, love, trust, honesty, respect, kindness, and communication (or others they suggest)? Discuss how some friendships can fade away and some can get stronger and even become romantic. What feelings will students have if they start feeling romantic towards someone? What should they do if the other person doesn't feel the same way? Watch video and discuss. 	<ul style="list-style-type: none"> Dealing with rejection video. https://www.youtube.com/watch?v=OhAixNMoX-w&ab_channel=AMAZEOrg
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Ko aku hoa – Friendships and relationships

Learning Outcome	Activities	Suggested Resources
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<ul style="list-style-type: none"> Understand consent, pressure, coercion, and rights, in relation to bodily autonomy. 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"> Watch and discuss videos about consent. Ask students to define and give examples of pressure and coercion. Break class into 5 or more groups. Give each group one of the five internet safety tips and ask them to create a role play showing what might happen if someone doesn't follow that rule. Get each group to make a poster of their rule and display them on the class wall. 	<ul style="list-style-type: none"> Consent and communication video. https://www.youtube.com/watch?v=1wOqcU79Rh8 Maybe doesn't mean yes video. https://www.youtube.com/watch?v=-oIgcMllokQ&ab_channel=AMAZEOrg 5 Tips for staying safe online video. https://www.netsafe.org.nz/easy-read-online-safety/
<ul style="list-style-type: none"> Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online). 	<ul style="list-style-type: none"> Ask for examples of when a friend chooses someone else, defriends them, tells a lie, doesn't share, always wants to be the boss, or hurts a student in another way. Discuss how it makes them feel and role play how to respond. Watch video and discuss healthy and unhealthy relationships. Make a chart of healthy / unhealthy behaviours and discuss how they make students feel. 	<ul style="list-style-type: none"> Rejection video https://www.youtube.com/watch?v=p1HFymHtGho&ab_channel=AMAZEOrg Healthy and unhealthy relationships. https://www.youtube.com/watch?v=Gn7ZQ2x0cOE&ab_channel=AMAZEOrg
<ul style="list-style-type: none"> Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau. 	<ul style="list-style-type: none"> Discuss and make a chart of problems students may need help with – being bullied or left out, being worried or frightened, being hungry, being lonely, feeling angry or lonely, being sick or injured etc. Next to the problem write the names of people who could help – the school nurse, the principal, your mother, the teacher, your friend etc. Then add community services that could help – the dental nurse, the doctor, church leader, coach etc. 	

Ko tōku ao – Me and the world

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none"> ▪ Understand the difference between sex and gender. ▪ Are able to identify stereotypes – racial, sex, age – and can identify a range of ways in which these affect wellbeing. 	<ul style="list-style-type: none"> ▪ Discuss how all mammals have two sexes – male and female – but only humans have gender which is the particular way that males and females are expected to behave according to their culture and time. Watch videos showing a variety of cultures and notice and discuss differences in their gender expectations. <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"> ▪ Do the drawing activity shown in the “Class turns around stereotypes” video. If possible, arrange for women with those real jobs to attend the class, or watch the video and discuss why the students thought that men would be doing those jobs. <p>(Note: It may be easier to choose jobs like truck driver, plumber and doctor where your school may have mothers with those occupations.)</p> <ul style="list-style-type: none"> ▪ Invite an older person with an unexpected hobby (such as surfing or gaming) to talk to the class. Get the students to guess the hobby by asking yes/no questions. After hearing about the hobby, discuss why the students didn’t expect an older person to be doing that. 	<ul style="list-style-type: none"> ▪ UNICEF videos of children around the world. https://www.unicef.org/coronavirus/kids-video-diaries-about-life-during-covid-19 ▪ Clothing around the world video. https://www.youtube.com/watch?v=gi0XtSShmzc ▪ Smash stereotypes video. https://www.fawcettsociety.org.uk/the-commission-on-gender-stereotypes-in-early-childhood ▪ Gender roles and stereotypes video. https://www.youtube.com/watch?v=UlhODnFUGsk&ab_channel=AMAZEOrg ▪ Class turns around gender stereotypes. https://www.youtube.com/watch?v=G3Aweo-74kY

	<ul style="list-style-type: none"> ▪ Repeat the same activity with a person who has recently migrated to NZ – perhaps a refugee. What skill do they have that the class did not expect? ▪ Ask each guest to explain and discuss how the stereotypes about their group might affect them. 	
<ul style="list-style-type: none"> ▪ Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, race, sex and gender and can identify a range of ways in which these affect wellbeing. 	<ul style="list-style-type: none"> ▪ Record a series of TV ads and ask the class to analyse them for race, sex, and age representations. If aliens from space were watching the ads who would they think were our leaders? How would they categorise different groups of people? What would they think of children? <p>(Note: To aid understanding, use the idea of aliens thinking dogs are in charge because the humans pick up their waste. https://www.cartoonstock.com/cartoon?searchID=CS172238)</p> <ul style="list-style-type: none"> ▪ Together, create a survey to take home to ask members of particular groups about what they think of the way they are portrayed in the media. Eg the students could ask their grandparents whether they like the way older people are portrayed; or their parents whether they think their ethnicity is fairly portrayed; or their mothers about the portrayal of women. ▪ Students report back to the class and discuss the comments. In what ways are stereotypes harmful? How can we reduce the effects of stereotyping? 	

Note: Use the [“Question Flowchart”](#) to assist in answering questions in an age-appropriate way.