

Relationship and Sexuality Education

Curriculum Level 2 (Year 3 & 4, 8 – 9 years)

Ko au – All about me

RESIST
Gender Education

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none"> Know about human anatomy, about how bodies are diverse and how they change over time. 	<ul style="list-style-type: none"> Read about and discuss the human life cycle and connect it with other life cycles such as the seasons. On A3 paper, each student draws around their hand in the middle, then draws what their hand would have looked like as a baby and what it will look like when they are old. Or do this activity with whole body silhouettes. Compare the faces of a young child, a teenager, and a mature adult. Notice the changing shape and proportions of the faces. Draw a self-portrait. 	<ul style="list-style-type: none"> Suggested books https://www.getepic.com/book/14899623/the-human-life-cycle Silhouette examples https://www.quora.com/What-is-the-human-life-cycle Face proportions https://lessons.drawspace.com/lessons/1508/basic-facial-proportions-infant-to-adult
<ul style="list-style-type: none"> Know about simple human reproductive processes (egg + sperm). 	<ul style="list-style-type: none"> Watch and discuss selected Royal Cam video of albatrosses nesting and hatching chicks near Dunedin. (Live feed also available.) Compare with human reproduction. Watch and discuss video about sexual reproduction. 	<ul style="list-style-type: none"> Albatross Royal Cam selection of videos https://www.youtube.com/hashtag/royalcam Simple sexual reproduction video https://www.youtube.com/watch?v=tFZeyFbBLXE
<ul style="list-style-type: none"> Understand what consent means in a range of contexts, including online contexts. Are able to give and receive consent (eg, at the doctor, in the playground, or online). 	<ul style="list-style-type: none"> Learn and sing together a Boss of my Body song. Role play various scenarios where consent is needed – when playing, giving out information on line, taking and sharing photos, for health care etc. 	<ul style="list-style-type: none"> Boss of My Body videos https://www.youtube.com/watch?v=zAALZxa6NCw https://www.youtube.com/watch?v=E4aNKe8D1l8&ab_channel=TeenyTinyStevies

Ko aku hoa – Friendships and relationships

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Watch a video about friendship and discuss – what is friendship?, how do you know someone is a friend?, how should we treat friends? Stand in a circle. One student passes a ball of wool to another, holding on to the end, and says, “I like XX because we both like XX.” That student then passes on the ball to someone else. The circle should become criss-crossed with lines. <p>(Note: the teacher will need to keep watch that no-one is left out. This activity may lead naturally to the below discussion point.)</p> <ul style="list-style-type: none"> What should we do when we see someone being left out? <p>(Note: After play time, ask students for examples of ‘friendly invitations’ and give out stickers or some other recognition to students who have been inclusive.)</p>	<ul style="list-style-type: none"> Friendship videos https://www.weareteachers.com/friendship-videos/ Teaching inclusion https://inclusiveschoolcommunities.org.au/resources/toolkit/art-inclusion-teaching-students-be-includers
<ul style="list-style-type: none"> Fair play is part of being a good friend. 	<ul style="list-style-type: none"> Discuss: Why do we have rules for games? What should we do when someone breaks the rules? <p>(Note: Encourage students to resolve conflicts between themselves – possibly with peer adjudicators – rather than always refer to an adult.)</p>	<ul style="list-style-type: none"> The No Rules Game video – play this game with the class and discuss. https://youtu.be/msSUe6xiDf0
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify emotions and describe how they make us feel. 	<ul style="list-style-type: none"> “The Color Monster” by Anna LLenas. https://www.youtube.com/watch?v=PWujGPb6mgo

	<p>(Note: Be sure to include emotions that are harder to identify such as satisfaction, appreciation, anxiety, confidence, embarrassment, pride.)</p> <ul style="list-style-type: none"> ▪ Discuss things we can do when someone or something makes us feel unhappy. ▪ Make an individual poster about a chosen emotion using colour, an illustration, and a sentence about how it feels or how to manage the emotion. ▪ Discuss and make a class plan on how to listen well to others, for example by having a 'speaker's baton' that is held by the person whose turn it is to speak. 	<ul style="list-style-type: none"> ▪ "A little Spot of feelings" by Diane Alber. https://www.youtube.com/watch?v=YC3SQnoggiM
<ul style="list-style-type: none"> ▪ Know about belonging and about roles and responsibilities at school and within the whānau and wider community. ▪ Know who to trust and how to ask for help. 	<ul style="list-style-type: none"> ▪ Visit the school principal, receptionist, nurse, librarian and caretaker (and any other support staff) and discuss how their jobs help everyone at school. ▪ Visit local services such as the library, fire station, swimming pool, park and talk to the people who work there. ▪ Make a class collage of all the people who help the community. ▪ Make an individual collage of the people in their family, church, sport etc who support and help them. ▪ Complete the trusted adult worksheet and discuss why having a trusted adult to turn to is important. 	<ul style="list-style-type: none"> ▪ Trusted adult worksheet https://www.missingkids.org/content/dam/net-smartz/downloadable/tipsheets/who-is-a-trusted-adult.pdf

Ko tōku ao – Me and the world

Learning Outcome	Activities	Suggested Resources
<ul style="list-style-type: none">Understand the relationship between personal identity (family, culture, language) and wellbeing.	<ul style="list-style-type: none">Watch videos about kids' cultures and replicate the show and tell.Discuss why families like to maintain their cultural traditions.	<ul style="list-style-type: none">Kids share their cultural traditions – a series of show and tell videos. https://www.youtube.com/watch?v=xerrjjAyZs8
<ul style="list-style-type: none">Are able to stand up for themselves and others (e.g., if there is unfairness, teasing, bullying, or inappropriate touch).	<ul style="list-style-type: none">Watch a chosen video and discuss how to put the ideas into practice.Regularly ask students for examples of standing up for themselves and others and give out stickers or some other recognition to students who have done so in a positive way.	<ul style="list-style-type: none">A selection of anti-bullying videos. https://childhood101.com/bullying-videos-kids/

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