



# Relationships & Sexuality Education

## Mātauranga Hōkakatanga

### Parent Information



We'd like to warmly welcome you to this information session today. Thank you for taking the time to show your support. This talk is to give you information about the Relationship and Sexuality curriculum, Mātauranga Hōkakatanga, at Ilam School. My name is Tanya Kenworthy and I currently teach in the senior school in Room 2. Can I please get an indication of which area of the school you currently have students. If you have a child in the Junior School can you please raise your hand. Middle School? Senior School?

**Karakia**



**Tūtawa mai i runga**

*I summon from above*

**Tūtawa mai i raro**

*I summon from below*

**Tūtawa mai i roto**

*I summon from within*

**Tūtawa mai i waho**

*I summon from the surrounding environment*

**Kia tau ai te mauri tū, te mauri  
ora ki te katoa**

*The universal vitality and energy to infuse and enrich all present*

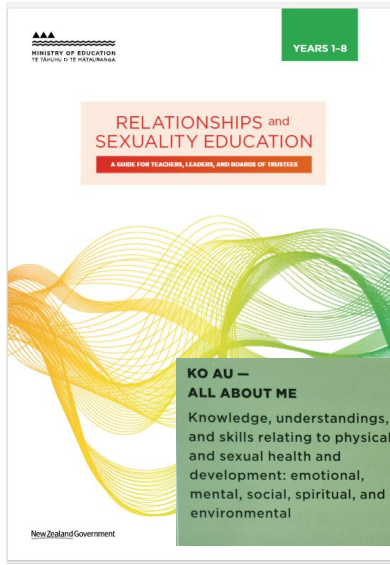
**Haumi e, hui e, tāiki e**

*Unified, connected and blessed*

Ilam's opening Karakia - which is all about being enriched, unified and connected.

# Relationships & Sexuality Education Guidelines:

A guide for teachers, leaders and boards of trustees



'Relationships & Sexuality Education' 2020, a MOE guiding document for our practice and approach to the teaching and learning of Health.



*"Comprehensive relationships and sexuality education/mātauranga hōkakatanga involves young people/rangatahi in expanding **knowledge** with age-appropriate information, developing **skills**, and exploring **attitudes and values**."*

## 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

Sexuality education is one of seven key areas of learning in the *health and physical education area of the NZ curriculum which also includes* Mental Health, Food & Nutrition, Body Care & Physical Safety, Physical Activity, Sport Studies and Outdoor Education.

This document 'Relationships & Sexuality Education' revised in 2020, is a MOE guiding document for our practice and approach to the teaching and learning of Health.

The 3 elements of a comprehensive relationship and sexuality education include

**Knowledge:** So that students are aware what is happening to their bodies, hopefully before it happens. That they are given the correct and accurate information to make the best choices.

**Skills:** To know what and how to deal with situations when they finally arise ie: periods, wet dreams, crushes, communicating effectively, & relationships

**Attitudes & Values:** Building healthy and positive attitudes around their physical and mental changes. Relationship & Sexuality Education is not about teaching values but encouraging students to explore values, and to build empathy and an open mind to diversity.

Key learning is aligned with the objectives in the Health and Physical Education learning area grouped under the three categories shown in green: All about me; Friendships and relationships with others + Me and the world.



## What is Sexuality?

Ilam School defines sexuality as:

- Knowing yourself as a unique individual;
- Being comfortable with who you are;
- Having a sense of belonging;
- Communicating your needs and wants.



**What is sexuality? Sexuality is not just 'sex education'** although when a lot of people see the word 'Sexuality' they only focus on the first 3 letters.

Sexuality is a part of our personal identity and includes our values, attitudes and behaviours.

Everyone has a sexuality. Sexuality is about self-worth, relationships & intimacy, feelings & emotions, communication etc.

These 4 bullets outline Ilam's purpose and our sexuality definition and sit with our school values and vision.

Specifically Ilam School defines sexuality as:

- Knowing yourself as a unique individual;
- Being comfortable with who you are;
- Having a sense of belonging;
- Communicating your needs and wants.

It aims to provide students with the knowledge, understandings, and skills to develop positive attitudes towards sexuality and to enhance their interpersonal relationships.

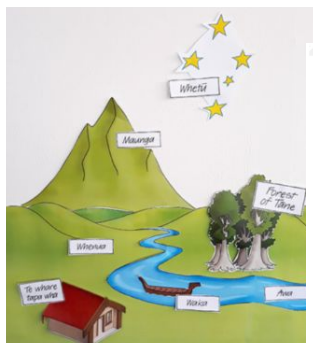
Detailed bullet points of Ilam Schools Relationship and Sexuality Education program aims are on the back page of your handout.

# Navigating the Journey Suite of Resources

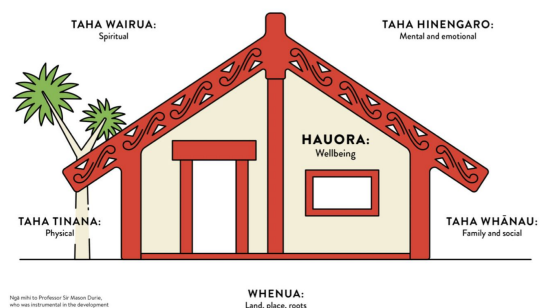


## Metaphor of Navigation

- **Whetū** (Southern Cross):  
5 learning themes
- **Awa** (River) & **Waka** (Boat):  
Life's Journey
- **Whare Tapa Whā** (House):  
4 dimensions of Hauora
- **Maunga** (Mountains):  
Human and Physical resources
- **Forest of Tāne** (Trees):  
Key competencies
- **Whenua** (Land):  
Foundation of who, what we are



### Te Whare Tapa Whā



At Ilam we use the *The Navigating the journey, Te takahi i te ara* as a key resource to support our Relationship & Sexuality Education teaching. These resources use the metaphor of navigation to describe a person's lifetime journey of growth and learning with the landscape, representing the social, cultural, and physical landscape through which we each navigate. It also highlights the idea of a holistic approach with the concept of hauora shown by the Te Whare Tapa Whā model of health and wellbeing (symbolised in the journey with the whare or house) developed by Sir Mason Durie.

The whare has four sides, the 4 Dimensions of Hauora:

mental and emotional wellbeing: (for example how they may feel towards the same or opposite sex, gender identity, crushes, mood swings)

social wellbeing: (peer pressure, body image, self worth, communication, relationships)

spiritual wellbeing: (beliefs, morals, values, culture)

physical wellbeing: (physical and pubertal change)



# The 5 Themes in Navigating the Journey

Relationship and sexuality education resources developed for teachers of students in Years 1-2, 3-4, 5-6, 7-8, 9 and 10 in Aotearoa New Zealand.



<b>1. Establishing a positive learning environment</b> Te whakarite i tētahi ao ako huapai	<b>2. Who am I?</b> Ko wai au?	<b>3. Relationships</b> Ngā whanaungatanga	<b>4. Growing and changing</b> Te tipu me te huri o te tangata	<b>5. Staying safe</b> Te noho haumaru
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The Whetu or Southern Cross in the metaphor symbolises the 5 Learning Themes which are used throughout the programme. These are : Establishing a Positive learning environment / Who am I? / Relationships / Growing and Changing / & Staying Safe. The centre pages of the handout contains an overview of the 5 themes at each Curriculum level so you can see how the programme progresses from Curriculum Level 1 (Year 1 & 2 students) up to Curriculum Level 6 (Year 10 students). It is important to understand that, even though we are sharing a relatively new programme with you we have always taught Sexuality in the Health Curriculum. Previously some of you might recall Kia Kaha or Keeping Ourselves Safe (which were anti-bullying and safety programmes run by the NZ Police) or Puberty Lessons (that word even now is enough to make many adults cringe). The new guidelines and curriculum support programmes allow for a more cohesive and meaningful health education, which reflects modern real-life and the current needs of the students.



## Establishing a positive learning environment

*Te whakarite i tētahi ao ako huapai*

- Manaakitanga (compassion), aroha and responsibility
- Care for others
- Cooperative skills
- Respect for self and others
- Being inclusive

### 1. Establishing a positive learning environment

*Te whakarite i tētahi ao ako huapai*

The first theme across the top row is Establishing a positive learning environment. Of note, all lessons for sexuality are whole class with their own classroom teacher (the one they have a relationship with).

The teacher creates an atmosphere of trust and support so students can openly share their ideas and ask questions safe from criticism and embarrassment. Questions will be answered when appropriate without judgement or disapproval, and in an age-appropriate manner that fits with the Relationship & Sexuality curriculum-based programme used at Ilam School. Where questions are asked that require knowledge at a higher year level, teachers will prompt the student to go home and ask their parents these questions.



## Who am I?

### Ko wai au?

- Identity and uniqueness
- Personal strengths
- Similarities and differences
- Cultural heritage
- Diverse family structures
- Gender roles, stereotypes & Influence of media

Definitions are used with older students like:

**biological sex** : how a person is classified based on genitals etc

and **gender identity** : our sense of where we sit on the gender binary spectrum including transgender.

Also the term **intersex** : people born with internal or external body parts that are not completely male or female.

*It's important to balance body image concerns with affirming messages about diversity and individuality...*

## 2. Who am I?

### Ko wai au?



The second theme is Who am I? This focuses on understanding our personal sense of self-worth and what can affect this. This is particularly important during the lead-up to adolescence as this is often where young people become increasingly interested in what others think of them and aware of messages about aspects of their self, such as their body image.

Children see stereotypes around gender and relationships across all forms of media including tv, movies, music videos, radio, internet, billboards, magazines, clothing, video games etc. As adults we become almost immune or used to seeing these images but young people who are becoming more aware of their changing bodies will pay more attention and notice these images far more than we would. It's important to balance body image concerns with affirming messages about diversity and individuality, fostering resilience and increasing their ability to be comfortable with themselves, as well as others.

Definitions are used with older students like biological sex (how a person is classified based on genitals etc) and gender identity (our sense of where we sit on the gender binary spectrum - including the term transgender). The term intersex is also introduced, defined as 'some people are born with internal or external body parts that are not completely male or female'. It is important to be aware that at least 1 in every 2000 people are intersex.



## Relationships

### *Ngā whanaungatanga*

#### 3. Relationships

Ngā  
whanaungatanga

- Feelings and needs
- Respect
- Family roles and responsibilities
- Qualities of friendships and relationships
- Managing friendships and relationships
- Peer pressure
- Effective communication (+ consent from Year 5/6)
- Dilemmas and decision-making

Theme 3 is all about relationships. We have different types of relationships including family relationships, friendships, acquaintanceships, professional and romantic relationships. Positive relationships are central to our wellbeing and happiness, giving life meaning and purpose. Becoming aware of the importance of roles and responsibilities in relationships enhances a sense of belonging and self-worth.

Relationship and Sexuality education focuses on the components of healthy relationships, developing interpersonal skills to manage relationships, plus how we communicate and make decisions. It is about expressing our thoughts and feelings in ways that others hear and understand us, to develop the skills to respond assertively to challenging situations and keep their personal integrity and positive relationships intact. At Years 5 & 6 this includes body ownership and consent lessons, which is in Theme 5 for years 1-4.



## Growing and changing

*Te tipu me te huri o te tangata*

### 4. Growing and changing

*Te tipu me te huri o te tangata*

- Body parts
- Growth and development
- Movement of bodies
- Positive body image
- Pubertal change
- Reproduction and conception (Year 7 onwards)
- Personal hygiene
- Gender and sexual identity

The fourth theme is Growing and Changing. For our Junior students this is about how their bodies work and grow so they can take care of themselves and feel comfortable with changes. Learning the correct terminology for body parts helps children communicate and ask questions with confidence.

For our Middle School students this theme develops the understandings from level 1, looking generally at how bodies change during puberty and beyond. It supports developing a positive body image and being comfortable with our body shape and size. It also explores hygiene habits and the benefits of exercise.

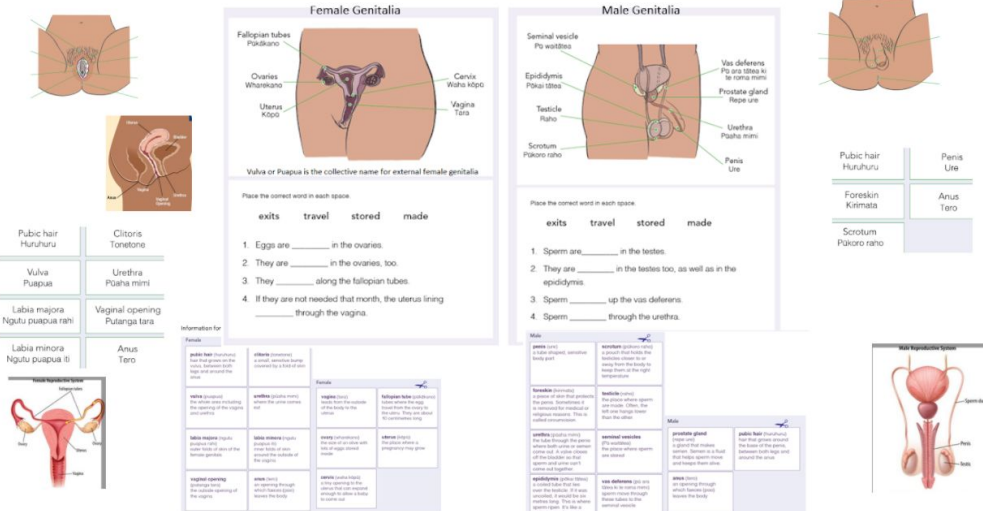
In the Senior School this theme focuses on pubertal change that includes physical, emotional, social and spiritual development, many of which are interrelated. At Year 5 & 6 level we discuss both male and female reproductive systems. During Intermediate and High School conception and pregnancy will follow on.

\*\*The following slide gives examples of labelled diagrams used.

Arm/Hand Ringa	Legs/Feet Waewae
Bottom Nono	Stomach (tummy) Puku
Chest Pohu/Uma	Breast Uma/Pō
Nipple Kōmata	Vulva Puapua
Vagina Tara	Penis Ure
Scrotum Pūkoro raho	Testicles Raho
Nose Ihu	Neck Kakī
Knee Turi/Pona	Head Māhunga/Upoko

## Productive Systems

## T4, A3 The Human Reproductive Systems



The box on the left shows examples of the names of body parts used with the students. The larger box contains examples of labelled diagrams and activities used in the senior school.



## Staying safe

*Te noho haumaru*

- Body ownership
- Safe and unsafe touch
- Bullying
- Standing up for myself and others
- Those who can support us
- Ways we can support others
- Digital safety and citizenship

### 5. Staying safe

When someone with

**more power** is

**deliberately** and

**repeatedly** acting mean,  
it is bullying.



**SOCIAL**  
e.g. rumour, exclusion,  
rumours, withholding friendship

**VERBAL**  
e.g. repeated name-calling, teasing or threats

**PHYSICAL**  
e.g. hitting, kicking, pushing or damaging belongings

**CYBER**  
e.g. using technology to bully in any form

Kōrero Mai, Kōrero Atu, Mauri Tū, Mauri Ora

Speak Up, Stand Together, Stop Bullying!

#### Being a Great Ilam Digital Citizen in the Senior School

Ilam Values (Ways of Being)	What it is	What it isn't
<b>Be Safe</b>	<b>I will take ownership of my safety and wellbeing online by:</b> <ul style="list-style-type: none"><li>Keeping my passwords and other personal information private.</li><li>Telling a trusted adult if I come across something inappropriate or that makes me feel uncomfortable.</li><li>Logging out of accounts after using shared devices.</li><li>Only sharing things I am proud of (and I share online in a future).</li><li>Knowing it's important to take breaks and to switch off from devices.</li></ul>	<ul style="list-style-type: none"><li>Being mean.</li><li>Sharing personal information online.</li><li>Looking at or searching for inappropriate material.</li><li>Sharing my login information and passwords with others.</li><li>Making negative comments about others or their work.</li></ul>
<b>Be Kind</b>	<b>I will communicate kindly and respectfully by:</b> <ul style="list-style-type: none"><li>Saying things to other people that I would say to them in person.</li><li>Making sure everything I am sending and saying is appropriate.</li><li>Allowing others to have their own opinions.</li><li>Only sharing others' work, photos and videos with consent from them.</li><li>Making sure my content and comments are positive and/or helpful.</li></ul>	<ul style="list-style-type: none"><li>Using inappropriate or offensive language.</li><li>Adding others' opinions unfairly.</li><li>Being in different sites or programmes when you have meant to be doing something else.</li><li>Interrupting others during class time or too late in the evening.</li></ul>
<b>Be Respectful</b>	<b>I will be a positive influence online by:</b> <ul style="list-style-type: none"><li>Celebrating others' achievements and efforts.</li><li>Speaking up as an upstander if I see others acting inappropriately.</li><li>Sticking to the sites and programmes I am meant to be using.</li><li>Making sure what I share online supports a positive and healthy environment for myself and others.</li></ul>	<ul style="list-style-type: none"><li>Talking about others behind their back.</li><li>Calling people names.</li><li>Putting people down.</li><li>Spamming.</li><li>Stagging and/or showing off.</li></ul>
<b>Be Positive</b>		

I agree to be a great Ilam digital citizen by following this agreement. I will learn from my mistakes. If I muck up I will own up, then I will put extra effort into fixing it, learning from it and changing my behaviour.

Theme 5 is all about staying safe. A previous programme we have used from the NZ police was called Keeping Ourselves Safe which has the same general goals. This theme is all about giving students the idea that they are the boss of their own body, to learn a range of skills to use when interacting with others so they can feel confident, empowered and safe.

It's about consent and being able to identify safe and unsafe touching, to be able to say "no" confidently, move away, and report what has happened. Moving up the school they can confidently identify potentially unsafe situations in both the real world and the digital environment. They also gain an awareness of who can help and support them in their community.

As with many of the other themes, learning in this area is not solely done during formal health lessons, rather ideas are introduced and then referred to whenever the students will be able to make meaningful links - like here with the Ilam School bullying poster and Senior Ilam Digital Citizenship agreement.

For digital safety for children at home I'd like to let you know about a UK based website I'd highly recommend [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) (which is included on the 'more resources' part of the handout). This website has excellent digital safety, social media and online games guides for parents including 'things to be aware of, hints and tricks' including about privacy, risks and potentially inappropriate content. I will have some examples available for you to look at afterwards if you wish.



## **To Summarise**

### **Our Relationship & Sexuality Programme Aims:**

- To mark puberty as a normal, natural occurrence that occurs in everyone's lives.
- To encourage greater understanding and sensitivity about changes in both males and females.
- To encourage greater acceptance of individual difference/diversity in adolescent physical and emotional changes.
- To encourage discussion and communication with trusted adults around sexuality related issues.
- To explore and continue to develop values and attitudes around sexuality.
- To establish a safe environment that allows students to discuss sexuality openly and comfortably.

To summarise READ THE SLIDE



## **F.A.Q: Will my culture, religious beliefs and values be respected?**

The Relationship and Sexuality Education programme does not make value-based judgements and Ilam School tries exceptionally hard to respect differences in culture and religion, upholding the 'celebrating diversity' statement of intent.

**Your rights:** You have the right to write to your school's principal and request that your child is excluded from any particular part of relationships and sexuality education. Please ask for specific information if you have a concern and we may be able to allay your fears.

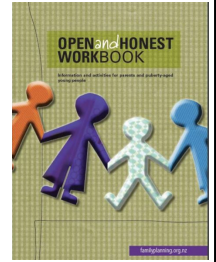
Where parents or caregivers wish to withdraw their child from relationships and sexuality education, they must advise the principal in writing.

The Relationship and Sexuality programme does not make value-based judgements and Ilam School tries exceptionally hard to respect differences in culture and religion, upholding the 'celebrating diversity' statement of intent. In Aotearoa New Zealand, teaching Health and Physical Education is compulsory in years 1-10.

Your rights: You have the right to request that your child is excluded from any particular part of relationships and sexuality education. Can I suggest you first talk to your classroom teacher and ask for specific information if you have a concern and we may be able to allay your fears. Where parents or caregivers wish to withdraw their child from any aspects of relationships and sexuality education, they must advise the principal in writing. You can use this handout to identify the aspects or part of the program you wish your child to be withdrawn from.

## Thoughts to leave you with...

- You are the primary sexuality educators and already teach attitudes, values, skills and strategies.
- Sexuality education should be a continuous process, taught every day with casual discussions, rather than the 'big talk'.
- Be ask-able! Look for teachable moments and topics arising naturally.
- Be comfortable with the definition of sexuality.
- Use the 'proper' words for body parts!
- Be honest about what you know/don't know & offer help to find out.
- Build and maintain trust - respect child's privacy & confidentiality.
- Acknowledge to children that your own views and others' can be different, and that's okay.



\* Parents and caregivers are the primary sexuality educators of children - teachers are here to support. As parents, you already teach attitudes and values, hygiene, privacy, parts of body, love, touch.

\* Sexuality education should be a continuous process - taught every day with casual discussions, making it "normal", rather than the 'big talk' (which can be embarrassing for all involved and not always have the outcome you wanted). There is no such thing as too late - don't worry that you should have already discussed everything - use this talk as a prompt to be able to start the conversation.

\* Be Ask-able! Look for teachable moments, and topics arising naturally...Often being guided by questions is a solid approach - answer just what they ask and a perhaps little bit more. Then wait for their next question to know how much more they are ready to process. You may have to bring things up if they don't ask questions to start the process.

\* Be comfortable with the definition of sexuality

\* Use the 'proper' words for body parts. On your handout there is a link to the Open and Honest Workbook: information and activities for parents and puberty-aged young people: which has simple labelled diagrams of body parts and other factual information + at-home activities that can support you.

\* Be honest about what you know/don't know - your children don't expect you to have all of the answers and by offering to help to find out can bolster your relationship + it role-models the idea we are all life-long learners.

\* Build and maintain a trusting relationship with your children by respecting your child's privacy & confidentiality. This helps foster a stronger relationship as they get older. As much as it is tempting, avoid telling funny or embarrassing stories!

\* Acknowledge that your own views & others' views can be different, and that's okay. We are all unique.



Farewell  
whakataukī

Ko te ahurei o te tamaiti arahia  
ō tatou māhi

Let the uniqueness of the child guide our  
work

I like to finish with a farewell whakatauki

Ko te ahurei o te tamaiti arahia ō tatou māhi

Let the uniqueness of the child guide our work



Thank you for listening and I hope this has been useful.

The back of the handout has some links for further information and you are most welcome to come up and have a look at the resources I've bought along, including the National Online Safety guides, The Open and Honest Workbook, The Navigating the Journey programmes, copies of the MOE relationship and sexuality guide and curriculum information.

There are some staff available to talk if you would like to stay and chat, otherwise you can always contact your classroom teacher for more information.

Ka kite anō.