

WHANAU CONSULTATION DOCUMENT @ Rewa Rewa School
RELATIONSHIPS AND SEXUALITY EDUCATION PROGRAMME (RSE)

April 2024

INTRODUCTION

At Rewa Rewa school this year we are starting the delivery of a whole school approach for teaching the Ministry of Education's Relationships and Sexuality (RSE) Programme. This document outlines the overview of our Relationships & Sexuality Education (RSE) programme and includes the community consultation feedback obtained from our hui (2023 August RSE).

What is Relationships and Sexuality Education (RSE)?

Learning about relationships and sexuality is a key learning area of the New Zealand Curriculum and is one aspect of health education (within health and physical education). Other learning in health education includes mental health education, safety and violence-prevention education, as well as food and nutrition studies.

The New Zealand Curriculum supports a holistic approach to RSE as defined by the hauora model, which includes physical, social, mental, emotional, and spiritual aspects. This is much broader than sexuality education. Through teaching this topic each year, we hope to prepare our young people to successfully navigate the range of relationships that they will experience as they move from childhood, to teen years and then adult life.

RSE supports ākonga (students) to understand themselves and to develop the knowledge, skills, and attitudes to think about and engage in positive and healthy relationships. It includes:

- learning about the self (physically, socially, emotionally, and spiritually)
- gaining knowledge and skills for good relationships with others
- learning about social and cultural contexts.

While some whānau may see the word sexuality and think that this part of the curriculum is only relevant to older students, RSE is actually a comprehensive and holistic programme that covers many topics. RSE starts off at a simple level of understanding for young children, and this is important as it forms the basis for a good foundation for more complex learning later on. For younger learners, these topics include respect, friendships and feelings, as well as biological topics such as body parts. For older students we cover topics such as puberty, relationships and making decisions.

Why is RSE important?

Learning in RSE is essential for all young people, including ākonga in years 1–8. Today the world is changing rapidly, in multiple ways, and Aotearoa New Zealand is more diverse than ever before. Research and evidence makes it clear that schools have to develop policies and programmes that support our students to face challenges such as:

- shifting social norms
- the rise of social media, and the increased use of digital communications and devices
- bullying, violence, and child abuse.

All young people deserve an education that enables them to develop healthy relationships, to become positive in their own identities, and to develop competencies for promoting and sustaining their own wellbeing and that of others. Schools can meet those needs by providing opportunities in health education, in other curriculum programmes, and in many other school contexts.

What is a whole of school approach?

A whole-school approach to RSE works best. A whole-school approach begins with the school culture and leadership and extends to the curriculum and how we teach. At Rewa Rewa, this comes easy because everything we do is based on our RIDE values of Respect, Integrity, Diversity and Empathy. As we review our approach to RSE we will make sure that our policies, practices and curriculum reflect our RIDE values and support:

- A culture of inclusion that values diversity
- Leadership practices that foster openness, inclusion, and student leadership in creating an appropriate school environment
- Supportive culture, where leaders and teachers model behaviours that support the school's attitudes and values.
- These in turn help to shape the values, attitudes and behaviours of ākonga

Developing the RSE programme together

It is important for our whānau to have had the opportunity to understand this programme before it is taught as part of our school-wide curriculum in 2024 in terms 2 & 3. We met with whānau in 2023 to:

- share with you the programme for 2024
- listen to school community voice with regard to the RSE programme at Rewa Rewa School
- use this programme to understand, in broad terms, the health education needs of the students at our school.

We expect that as we move forward, aspects of this programme will continue to be updated to allow us to meet the current needs of our ākonga ([students](#)). This programme will be regularly reviewed as part of our bi-annual Health review cycle (next due term 2, 2024).

We realise that for some parts of the RSE aspect of the Health & PE curriculum, our families may appreciate knowing more about the programme that will be delivered and we will be able to share planning as required. For this purpose, we have attached the proposed RSE topics / timeline for our programme, beginning in tm 2, 2024.

Our RSE programme OVERVIEW

The New Zealand Curriculum (NZC) 'sets the direction' for teaching and learning and as such does not prescribe the content to be taught at each level. New Zealand's self-governing schools take responsibility for designing their local curriculum, developing learning programmes that meet the needs of ākonga as determined by a range of achievement data and other information sources, such as student and whānau voice. As such our school will develop our own lessons to deliver this curriculum area.

The RSE progression of learning at Rewa Rewa School will mainly focus on relationships with age appropriate education delivered each year. Topic matter and contexts will be introduced at the appropriate year level. We see the learning capabilities for each child to develop their thinking about RSE, as an ongoing development over time that both home and school will contribute towards.

How to provide feedback / get in touch / ask questions?

Please send future communications to the principal so that we can arrange the appropriate way to address your question or concern.

PROGRAMME CONTENT

The school will design the set lesson plans that will be undertaken by our teachers. This will ensure that we have consistency over content and delivery at each year level. Prior to school-wide lessons being delivered during the year, whānau will be able to access all lesson topics and content ahead of them being taught. Lessons will be undertaken on Fridays, starting mid-term 2. To encourage conversations at home, your child will bring home their ideas / work from each lesson. Should a family not want their child to participate in a particular lesson due to its content, they will need to email their request to their child's classroom teacher at least the day before the lesson so that we can make alternative arrangements i.e. general lessons with a health focus, will be supervised during the time that a child is out of their normal classroom setting.

PROGRAMME DELIVERY

As from 2024, our delivery for each of the levels will be: Level 1 (Years 1 & 2), Level 2 (Years 3 & 4) and Level 3* (years 5 & 6) *Including an online cyber safety component from Level 4 of the curriculum. We will be emailing whānau at the start of term 2 with programme details such as dates and links to lessons.

PROGRAMMES OR RESOURCES THAT WE ARE USING TO SUPPORT OUR PROGRAMME (but not limited to):

- Relationships and Sexuality Education Guidelines Years 1 – 8 (Ministry of Education September 2021)
- Navigating the Journey: Sexuality education Te takahi i te ara: Whakaakoranga hōkakatanga (Published by: Family Planning 2018)
- The Resilience Programme resources
- Life Education Trust
- Cyber Safety programmes such as Hector's World

For more information

These links provide more information about the development and delivery of RSE in Aotearoa New Zealand

- [Ministry of Health Webpage about RSE](#)
- [Sexuality education in primary schools. Information for parents/whānau](#)
- [Promoting wellbeing through sexuality education \(2018 ERO report\)](#)
- [Relationships and sexuality education – what is it, really?](#)
- [Relationships and sexuality education – FAQs](#)

Overview of RSE Programme - Rewa Rewa School 2024

Key: NTJ (Navigating the Journey) TRP (The Resilience Project)

Themes	Year 1-2	Year 3-4	Year 5-6
EVEN YEAR Term 2 Theme 2: Who am I? Ko wai au?	1. My Name (NTJ activity #1) 2. Tell Me What I do Well (NTJ activity #3) 3. How am I the same/different (NTJ activity #4) 4. My whanau (NTJ activity #5) 5. Gender Roles (NTJ activity #6)	1. My Personal qualities (NTJ activity #1) 2. The cultures in my classroom (NTJ activity #2) 3. My Whanau (NTJ activity #3) 4. Gender diversity (NTJ Activity #5 start at development) 5. What makes me happy (NTJ Activity #6)	1. I am unique (NTJ activity #1) 2. Understanding our personal learning journeys (character strengths) (TRP Yr 5 Lesson 5) & (TRP Yr 5 Lesson 6) 3. Recognizing media influences on identity (NTJ activity #3) 4. Thinking about gender (NTJ activity #4)
EVEN YEAR Term 3 Theme 3: Relationships Nga whanaungata nga	1. Respect for Others (RIDE values) 2. Being a Good Friend (TRP Yr 2 Lesson # 15) 3. Expressing my feelings (TRP Yr 2 lesson #20) 4. How are you feeling? (TRP Yr 2 lesson #14) 5. How can I help my whanau (NTJ activity #5)	1. Growing healthy relationships (NTJ Activity #1) 2. Exploring manaakitanga (NTJ Activity #3) 3. Recognizing and expressing my feelings (TRP Yr 3 lesson 18) 4. Managing relationships and challenging situations (NTJ Activity #4) 5. Managing peer pressure (NTJ Activity #5)	1. Different types of relationships (NTJ Activity #2) 2. Managing relationships (NTJ Activity #3) 3. Communication skills (NTJ Activity #4) 4. Understanding different perspectives (TRP Yr 4 lesson 18) 5. Making decisions (NTJ Activity #6)

Overview of RSE Programme - Rewa Rewa School 2025

Themes	Year 1-2	Year 3-4	Year 5-6
ODD YEAR Term 2 Theme 4: Growing and changing te tipu me te huri o te tangata	1. How my body moves (NTJ Activity #1) 2. My growing body and the things it can do (NTJ Activity #2) 3. My body parts (NTJ Activity #3) 4. How do we care for our bodies (NTJ Activity #4)	1. What do I need to grow? (NTJ Activity #1) 2. Our physical differences (NTJ Activity #2) 3. Moving my body (NTJ Activity #3) 4. Caring for my body (NTJ Activity #5)	1. Stages of Life (NTJ Activity #1) 2. Pubertal Change (NTJ Activity 2-select) 3. Menstruation (NTJ Activity 4 - girls) 4. Looking after our bodies (NTJ Activity #5)
ODD YEAR Term 3 Theme 5: Staying safe te noho haumarū	1. Standing up for myself and others (NTJ Activity #1) 2. My body is mine (NTJ Activity #2) 3. Safe and Unsafe touching (NTJ activity #3) 4. Who can help me? (NTJ activity #4)	1. I'm the boss of my body (NTJ Activity #1) 2. Standing up for myself and others (NTJ Activity #2) 3. Who can help me with my worries (NTJ Activity #4) 4. A recipe for my wellbeing (NTJ Activity #5)	1. Available supports (NTJ Activity #2) 2. Supporting others (TRP Yr 6 lesson 9) 3. Let's celebrate (TRP Yr 6 lesson 6)