

Theme	Key concepts	Activities and learning outcomes
1. Establishing a positive learning environment Te whakarite i tētahi ao ako huapai	Respect for self and others Manaakitanga, aroha and responsibility Being inclusive Safe learning environment	<p><i>Understanding the landscape and creating a safe place for the journey p. 12</i></p> <p>Students will understand that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe.</p> <p>Students will establish group guidelines that will enable a safe learning environment within which to navigate the journey.</p> <p><i>Establishing safe ways to ask questions and inquire together p. 16</i></p> <p>Students will identify prior knowledge about sexuality</p> <p>Students will develop strategies for safely asking and answering questions about aspects of sexuality</p>
2. Who am I? Ko wai au?	Identity and uniqueness Influence of media Gender and gender stereotypes	<p><i>I am unique p. 21</i></p> <p>Students will describe and appreciate the qualities that make them unique and identify strategies for enhancing their own self-worth and that of others.</p> <p><i>Understanding our personal learning journeys p. 24</i></p> <p>Students will reflect on aspects of their own identities in their personal learning journeys.</p> <p><i>Recognising media influences on identity p. 26</i></p> <p>Students will explore messages communicated in the media and how these can influence our identity and self-worth.</p> <p><i>Thinking about gender p. 29</i></p> <p>Students will reflect on gender stereotypes and their impact on relationships, roles, and behaviours</p> <p>Students will challenge society's assumptions about gender.</p>

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3. Relationships Ngā whanaungatanga	<p>Taking ownership of our personal opinions</p> <p>Qualities of friendships/relationships</p> <p>Different types of relationships</p> <p>Managing relationships</p> <p>Those who can support us</p> <p>Passive, aggressive and assertive communication</p> <p>Different perspectives</p> <p>Consent, body ownership</p> <p>Dilemmas and decision-making</p>	<p><i>Relationship qualities p. 35</i></p> <p>Students will express opinions about relationships and demonstrate respect when listening to those of others</p> <p>Students will identify relationship qualities important to them.</p> <p><i>Different types of relationships p. 38</i></p> <p>Students will explore the different types of relationships they have</p> <p>Students will identify qualities of positive relationships</p> <p>Students will explore and discuss the behaviours and actions in different types of relationships.</p> <p><i>Managing relationships p. 42</i></p> <p>Students will identify strategies for coping with changes in friendships</p> <p>Students will identify who they can rely on in different situations.</p> <p><i>Communication skills p. 44</i></p> <p>Students will explore and practice passive, aggressive, and assertive communication.</p> <p>Students will explore the concept of consent and ownership of their bodies</p> <p>Students will demonstrate appropriate responses in a given situation.</p> <p><i>Understanding different perspectives p. 47</i></p> <p>Students will develop awareness that the same situations can be perceived differently by different people.</p> <p>Students will appreciate that if someone makes a bad decision, they are not necessarily a 'bad person'.</p> <p><i>Making decisions p. 50</i></p> <p>Students will identify the factors that influence decision-making</p> <p>Students will practice making decisions in a range of contexts.</p>

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4. Growing and changing Te tipu me te huri o te tangata	Growth and development Reproduction and conception Managing hygiene and changes Gender and sexual identity Body image Media Stereotypes Relationships, roles and behaviours	<p><i>Stages of life p. 55</i></p> <p>Students will discuss the stages of growth and terms used to express these stages.</p> <p><i>Pubertal change p. 58</i></p> <p>Students will identify prior knowledge about puberty Students will use the correct terminology for private body parts Students will identify the changes that occur during puberty and recognise that most of the changes happen to everybody.</p> <p><i>The human reproductive system p. 61</i></p> <p>Students will use the correct terms for the reproductive parts of their bodies and understand their functions.</p> <p><i>Menstruation and conception p. 65</i></p> <p>Students will explore the processes of menstruation and conception.</p> <p><i>Looking after our bodies p. 68</i></p> <p>Students will explore strategies to look after their bodies before, during, and after puberty. Students will critically analyse the influences of media on consumer choices and identify strategies to support their own choices.</p> <p><i>Truths and myths about hygiene p. 71</i></p> <p>Students will explore and evaluate some common beliefs about pubertal change Students will discuss useful strategies for managing change during and after puberty Students will develop some key statements that will reinforce learning about hygiene.</p>
5. Staying safe Te noho haumarū	Digital safety and citizenship Those who can support us Ways we can support others Celebrating the journey	<p><i>Safety online p. 75</i></p> <p>Students will investigate and practice strategies to stay safe online</p> <p><i>Available supports p. 78</i></p> <p>Students will identify the types of support that are available in different situations.</p> <p><i>Supporting others p. 81</i></p> <p>Students will identify strategies for supporting others.</p> <p><i>Let's celebrate p. 85</i></p> <p>Students will reflect on and celebrate their learning about relationships and sexuality and how it can help them navigate their personal journeys.</p>

Teacher tips and ideas for making links to home and community are offered throughout the resource. Keep an eye out for these icons.



Teacher tips



Links to home and community