

Relationships and sexuality education (RSE) learning programme review and planning considerations

This is a framework that identifies the factors that need to be considered when (re)designing and planning RSE programmes of learning as part of a broader health education programme.

It begins below with key questions to start your programme planning, and then is ordered left to right, beginning with wider school considerations to teaching and learning, and teacher professional learning and development considerations.

Key questions to start your programme planning



1. Has your team read the RSE guide (2020)?
2. Have you discussed how society is changing (page 12 of Years 1-8 RSE guide and page 8 of Years 9-13 RSE Guide) and how responsive your RSE programme is to young people's needs and lived experiences?
3. Have you discussed how RSE programmes reflect a strength-based approach, give young people agency, meet the needs and lived experiences of diverse communities, and develop critical thinking skills around relationships, gender and sexuality?
4. Have you consulted with a range of stakeholders in your community about the delivery of health education and RSE?

Key documents to support your planning



1. The RSE Guide ([Years 1-8](#) and/or [Years 9-13](#)).
2. School-specific documents, including current RSE programmes and consultation paperwork.
3. [ERO's reports and resources on sexuality education](#).
4. [Tūturu health education consultation resources](#).
5. Other documents published by the MOE to support RSE (Curriculum in Action, effective practice showcases, pedagogy in RSE, underlying concepts in RSE, progression of learning in RSE and FAQs).

Whole school priorities and commitments

- How is RSE linked to broader wellbeing goals in your school?
- What is the profile of RSE and health education in your school's curriculum – its importance, the status of the subject, the senior leader support it is given (etc)?
- What documentation does your BoT/senior leadership require learning area or subject departments to produce?
- What are departments at your school expected to do by way of departmental review?
- What policies and practices support your RSE programme and an ethic of inclusion and care?

Whole school approaches to promoting student wellbeing

- Has your school recently undertaken any form of review of student wellbeing? If so (how) did the results of this review inform health education programmes?
- Is your school currently engaged in a whole school approach to promoting wellbeing through RSE?
- (How) is/was health education positioned or engaged in this whole school approach?

Data

What range of data informs your RSE design and planning? How do you use these data to inform programme planning and design?

- Student achievement and progress data.
- Student voice – what is relevant to their learning, and how they like to learn?
- School wellbeing-related information.
- Health-related data from local and national research.
- Engagement with diverse community members about what they would like included in RSE and community consultation feedback.

Timetabling and RSE across the curriculum

- How is the RSE component of the health education programme currently timetabled? What is the duration of the RSE component (per term/half year)? Frequency of lessons, length of lessons, how many lessons per year/semester? Is this adequate – why or why not?
- ERO and the MOE highlight that 12-15 hours of RSE should be provided per year from years 1-10. How are you ensuring this occurs?
- What opportunities exist across the health and physical education learning area (or across the school curriculum) for aspects of RSE being taught through other subjects/courses/learning areas?
- Have you considered providing opportunities for this learning to all students in year 11-13?
- What are the strengths and challenges of your currently timetabled health education programme? What could be improved and what are the opportunities for this?

Consultation and health education delivery statement

Health education is the only part of the school's curriculum for which the law specifically requires the board of trustees to consult with the school's community. Section 91 of the Education and Training Act 2020 requires the board to consult with the school community at least once every two years on how the school will implement the health education component of the curriculum. The board is required to adopt a statement on the delivery of the health curriculum following this consultation.

- When did your school last consult with its community about health education (including RSE)?
- How current is your school's delivery statement? When was it last reviewed/revised?
- How are you engaging with members of your whole school community to ensure your consultation is meaningful?
- Have you engaged with [Tūturu's guide](#) to consulting with communities, and discussed effective ways of consulting with your community with staff?
- What are the implications of your school's health education delivery statement for the way health education is planned and delivered?

Curriculum connections

- How can the key learning charts in the RSE guide help you?
- How will you develop ākonga understanding of the connections between te ao – the world, ko aku hoa – relationships, and ko au – all about me?
- (How) does your programme take a holistic strength-based approach to RSE?
- What links are made to the health and physical education underlying concepts (see below), and achievement objectives, and what coverage of te ao – the world, ko aku hoa – relationships, and ko au – all about me, do you have?
- What connections can you make between RSE and key competencies, values of the NZC, and capabilities?
- If RSE is integrated across the curriculum, how do you ensure the quality of RSE and coverage of expected content?

Teacher confidence to teach RSE with a health and physical education conceptual lens

- How do the underlying concepts (hauora, socio-ecological perspective, health promotion, attitudes and values) help you shape your programmes to meet ākonga learning needs?
- How explicit are the concepts within your programme, and how can you build ākonga understanding of the concepts through RSE learning?
- How confident do you feel applying the underlying concepts to RSE content? For example:
 - friendship and communication skills and relationships
 - gender stereotypes
 - consent and coercion
 - gender and sexuality diversity
 - anatomy, physiology, conception and contraception
 and for secondary:
 - sexually transmitted infections
 - pornography and sexting
 - alcohol and drugs as they relate to sex
 - sexual violence.
- What are the challenges for your school of ensuring RSE is framed in a strength-based holistic way that acknowledges young people's lived experiences of relationships and sexuality?

Assessment for and of learning

- What formative (assessment for) and summative (assessment of) practices are teachers across departments expected to use (if any) in RSE programmes?
- How do you draw on student voice to inform what students want to learn across RSE?
- How do you currently assess student learning to determine the level of the NZC at which students are achieving, and next steps for learning?
- How do you report evidence of student learning in health education and RSE to parents?
- How do you use assessment evidence to ensure learning progression and a learning pathway across the levels of the curriculum?
- Learning journals or portfolios (paper-based or electronic)
- How do your students record or document evidence of their learning (paper-based and/or electronic, or other)?
- What do your students record (written and/or oral and/or visual – reflective comments, learned knowledge, responses to tasks, etc)?
- What are the challenges to and opportunities for maintaining some form of a learning journal in health education?
- How do you use learning journals/portfolios for assessing student learning in relation to NZC level achieved, and/or identifying next steps for learning?

Resources and opportunities for PLD

- What opportunities do you know of/can you access to support your teachers' pedagogical content knowledge in RSE?
- What resources have you got? What use / relevance are they? Are they fit for purpose? How do you know this?
- What range of pedagogical tools do you use in RSE?
- Which aspects (if any) will be supported by external providers? How effectively do they contribute to the overall outcomes of your teaching and learning programme?
- Have you explored a range of up-to-date resources?
- What expertise exists in your community that you could draw upon?
- What documentation or practices do you regularly use to ensure consistency and ongoing development of your programmes?