

Relationships and sexuality education progressions

Relationships and Sexuality Education
GUIDELINES | YEARS 1-13

RESOURCE FOR TEACHERS



Learning progressions are tools that illustrate the significant steps that ākonga take as they develop their learning expertise.

Teachers use progressions:

- as prompts to help notice what ākonga know and can do across the level of the curriculum
- to understand how ākonga develop their expertise in relationships education
- to assist teachers to identify the learning demands of the programmes they provide for ākonga
- to clarify the competencies students require in order to be successful in a socially complex and information-rich society
- to illustrate rich teaching and learning activities in everyday classroom programmes
- to support schools to plan coherent learning pathways for ākonga transitioning across the levels of the curriculum, and for developing learning programme to support qualification pathways.

For more on learning progression across learning areas and in health education see:

- The Learning Progression framework
<https://curriculumprogresstools.education.govt.nz/lpfs/learn-about-the-lpfs/>
- NCEA <https://www.nzqa.govt.nz/ncea/subjects/health/levels/>
- HPE learning progressions (in a food and nutrition context)
<https://hpeprogressions.education.govt.nz/>

The nature of progression in relationships and sexuality education

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](#), and individual teachers are required to design learning programmes that meet the learning needs of ākonga — as determined by a range of achievement data and other information sources, such as student and whānau voice.

Consequently, showing progression of learning in any learning area, subject or context is not an exact science. The nature of health education knowledge and relationships and sexuality education (RSE) is no exception, which means that judgements of learning progression must consider a combination of factors:

- **Learning competencies and capabilities**, such as literacy development and the cognitive skills for critical thinking, develop over time. The capacity for comprehending the meaning of oral, written and visual RSE texts, coupled with the capabilities to communicate in meaningful ways what has been learned in RSE, takes years of ongoing development.
- **Child and adolescent physical (growth), social, cognitive and emotional development** all have obvious relevance when considering age and developmentally appropriate RSE topic matter and contexts for learning, and when judging learning achievement and progress.
- **Conceptual and content knowledge**, which forms the very fabric of RSE subject knowledge, provides the actual evidence of learning achievement and, over time, progression. However, the curriculum level at which topics are taught is not fixed, meaning achievement and progress cannot simply be judged on the acquisition of certain RSE content knowledge. Instead, it is the sophistication of the use and application of Health and Physical Education learning (HPE) underlying concepts [link to our underlying concepts in RSE resource](#) to RSE topics or contexts that helps to make judgements about the level of ākonga achievement and progress.

Overall, the benefit of these competencies combined with a concepts-based approach means these same ideas can be applied across all health education teaching and learning contexts to make decisions about ākonga learning achievement and progress. Levels 1–8. Progression could similarly be illustrated across other aspects of RSE such as sexual development and sexual health, or gender diversity, roles and stereotypes.

The RSE progression of learning in this resource focuses on learning about **relationships** across NZC Levels 1–8. Progression could similarly be illustrated across other aspects of RSE, such as sexual development and sexual health, or gender diversity, roles and stereotypes.

One example of a progression is provided for each level:

LEVEL 1	Our whānau – the same and different	X
LEVEL 2	Making friends	X
LEVEL 3	Managing changing relationships	X
LEVEL 4	Being responsible and respectful online.....	X
LEVEL 5	Healthy relationships, hauora and wellbeing	X
LEVEL 6	Piringa whai mana (healthy relationships), hauora and wellbeing	X
LEVEL 7	The impact of pornography on relationships.....	X
LEVEL 8	Promoting healthy relationships in school communities	X

Each progression contains the following:

- 1 Brief statement to background the activity
- 2 Overview of the task and the reference to the resource(s) used
- 3 Student learning artefact
- 4 Brief commentary about the nature of learning progression indicated by the learning artefact, in consideration of the competencies being demonstrated and the development of the underlying concepts in context of relationships.

Our whānau — the same and different

NZC LEVEL 1

1 Background

To establish foundational knowledge for RSE, ākonga explore the different notion of whānau or families. Using language and contexts appropriate to the learning development of ākonga, they come to learn that families can have many different structures, such as: two parents (different or the same gender); one parent; shared custody of children in different homes; foster/fagai/whāngai or formal adoption; blended, with a combination of step-parents and step-siblings; other relatives, such as grandparents, aunts, or uncles (extended family); gender diverse family members; families that include more than one culture, ethnicity, religion or language.

This activity contributes to learning that enables ākonga to respond to the overarching question:

How is my whānau/family/aiga the same as, and different from, other families?

2 Task

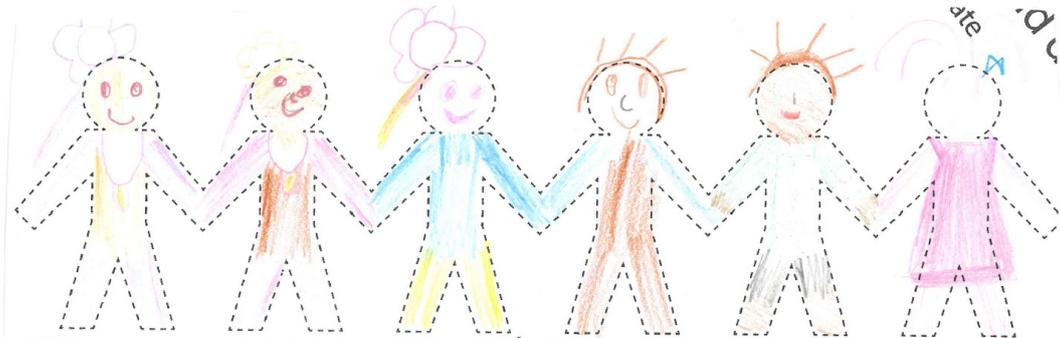
- Using a paper chain whānau template, ākonga make paper-chain people and draw and label their immediate family on them, identifying each person (including themselves).
- Establish language for referring to families reflecting the cultural diversity and home languages of ākonga in the class, e.g. whanau, aiga, etc.
- Ākonga then describe their immediate family to a partner, using their people chain, and point out the similarities and differences. For example, *in my immediate whānau there are four people — my mum, dad, brother, and me. I live with my mum. My brother lives with his mum and my dad lives with a flatmate. Or, in my extended/bigger family are my two nannies, poppy and papa, aunty, uncle, and two cousins.*

Resources

- Ministry of Education (2017). Sexuality education resources Levels 1-2 <https://health.tki.org.nz/Key-collections/Curriculum-in-action/Sexuality-education-for-curriculum-levels-1-4>
- See **Me and other people: Our families — the same and different** page 32, and **Template #14** for the paper chain family.

3 Student response

Huria's paper whānau chain and her answers to questions about this



Teacher: Who is this (first person drawn, second from the left)?

H: I'm drawing me first because I like me and I'm a good friend.

Teacher: Who is this? (far left person)

H: B is my cousin so I wanted her here. She is my friend as well.

Teacher: Why is Daddy there (the middle person)?

H: He is part of my family. He cleans up my mess. He shows me how to cook, and he reads stories to me. T (brother) is over here because sometimes he is annoying. But he is still part of my family.

Teacher: Who is this (the far right person)?

H: S is here because she's my friend and the first time I saw her she smiled at me from her car.

[Comparing paper chain families with that of other ākonga in the class]

Teacher: How is your whānau a bit like [name] family?

H: Because she's a girl and she has a brother like I do.

Teacher: How is your whānau different to [name] family?

H: My whānau doesn't have my Grandma in it.

Teacher: Why not?

H: Because she lives a long, long way away.

4 Reflection on student learning

Huria identifies simple ideas about who her family is. She recognises herself in relation to her other family members and uses language to name them in relation to her — mother, brother, cousin. She also identifies non-family members as part of her social network.

She considers her relationship with her family, identifying them as friends, and what they do for her.

Huria is able to identify something similar and something different between her family and that of other ākonga in the class.

Making friends

NZC LEVEL 2

1 Background

To establish foundational knowledge for RSE, ākonga explore the nature of friendships and skills for forming and managing friendships. This includes how to make new friends, identify the personal qualities of a good friend, share and demonstrate ways to relate to friends in positive and healthy ways, identify and demonstrate ways to overcome challenges in friendships, and contribute to guidelines that promote positive friendships and socially healthy classrooms. Establishing understanding of friendships leads to later learning about relationships.

This activity contributes to learning that enables ākonga to respond to the overarching question:

How can I have friendships that are happy and healthy?

2 Task

- Ask ākonga to share their experiences about how they made friends with someone recently.
- With teacher support they read *Making friends* (see Resource 3), which highlights the strategies for making friends, as well as the benefits of friendships.
- Ākonga then identify the strategies in the lyrics as a think, pair, share, or by circling them on a copy of the resource. These strategies can be used to develop a class guide to “*Making friends and being a good friend*”.

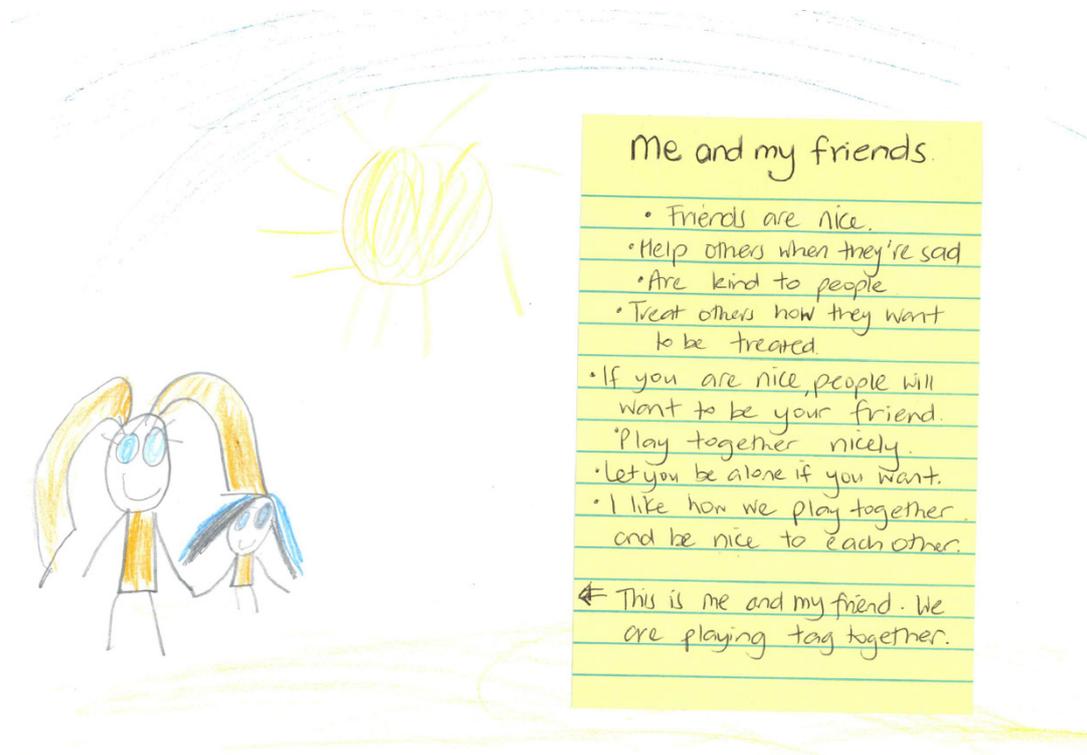
The learning artefact produced by each member of the class is a page for a class book. The pages are compiled for ākonga to read independently or refer to when necessary. With teacher support these pages are annotated to describe the benefits of friendships.

Resources

- Ministry of Education (2017). Sexuality education resources Levels 1-2 <https://health.tki.org.nz/Key-collections/Curriculum-in-action/Sexuality-education-for-curriculum-levels-1-4>
- See **Me and other people: Making friends** page 15 and **Template #1 Qualities of a good friend**, and **Template #3 Making friends**.

3 Student response

Losi's learning artefact from the activities



4 Reflection on student learning

Losi demonstrates awareness that there are multiple benefits to friendships. She shows understanding of the reciprocal nature of friendships and what you get from someone else in a friendship as well as being a friend to them.

Losi is linking together ideas about friendships, e.g. that *if you are nice to people they will want to be your friend and you can play together*, as well as seeing different qualities and ways of being a friend, e.g. *they will leave you alone if that's what you want*.

She shows understanding of the nature and quality of friendships, e.g. helping others and being kind, as well as the benefits of having friends, e.g. having someone to play with.

Managing changing relationships

NZC LEVEL 3

1 Background

As children develop and reach their preteen years, many experience changes to friendships. With growing awareness of their world and exposure to a wider range of life experiences they become mindful of other forms of relationships, such as romantic relationships. The importance of understanding the nature of and skills for making and maintaining quality friendships transfers to understanding healthy (romantic) relationships.

Learning at this level can support ākonga to identify and compare ways of managing a range of changing relationships, roles, and responsibilities during puberty, and describe positive ways of responding to these changes. It can also help to identify influencing pressures on a range of relationships, and describe and demonstrate assertiveness and problem-solving skills to manage these and be inclusive of others.

This activity contributes to learning that enables ākonga to respond to the overarching question:

How do relationships change during puberty, and what can we do to support others?

2 Task

Teachers support ākonga to use the mind map (Resource 19) for a discussion about how the experience of getting older and going through puberty can affect existing relationships or mean that we develop new ones.

For example:

- What relationship changes are you experiencing or have seen others experiencing?
- What does this look like? Sound like? Feel like? Emphasise that these changes can be different for different people, but there are some common patterns.

The following ideas may emerge through the discussion:

- We have to relate to others as young adults instead of as children.
- We may feel closer to our friends because they are going through similar things.
- We may want to spend less time with our families.
- We may want to have more time on our own.
- We may want to have our privacy better respected at home and school.
- We may make new friends or become closer to a small group of friends we feel comfortable with.
- We may have opinions that are different from those of our friends and parents.
- We may feel a great need to be part of a particular group and to be identified as part of that group, for example, through hairstyles, clothing, language, or shared activities.
- We may feel romantic attraction to another person of the same or different gender.
- Others may have romantic or sexual feelings about us.

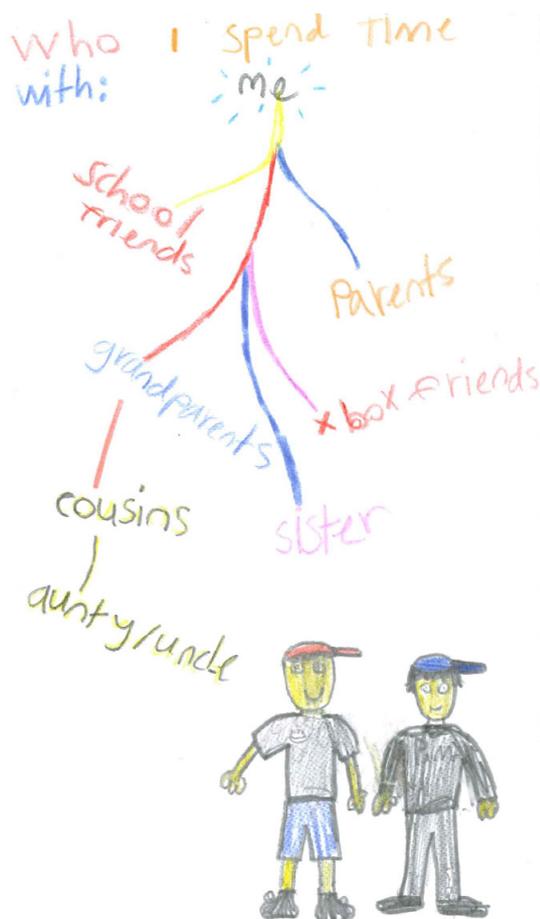
Ākonga discuss what has prompted these changes and draw out the idea that some are the result of changes within the students and some are external. For example, they can be affected by hormonal changes, changes in the expectations of family and friends, and changes in personal aspirations. It can feel as if the rules have changed, and they can be confronted with new situations they didn't expect. Resource 20 is used to unpack how the changes impact on the four dimensions of hauora.

Resources

- Ministry of Education (2017). Sexuality education resources Levels 3-4 <https://health.tki.org.nz/Key-collections/Curriculum-in-action/Sexuality-education-for-curriculum-levels-1-4>
- See **Changing Me: Managing changing relationships** page 29 and **Templates #19 and #20**.

3 Student response

Terry's learning artefacts from the activities



Changing relationships & hauora (a connection with someone)

<p>Taha whānau</p> <ul style="list-style-type: none"> • catching up with old friends. • making new friends at events other than school. • being treated more like an adult by my parents. 	<p>Taha hinengaro</p> <ul style="list-style-type: none"> • feels bad changing friendship. • worried and mad. • worried about not having much friends.
<p>Taha wairua</p> <ul style="list-style-type: none"> • Some of my friendship goals are to make new friends when I go to high school. • Part of my identity is being a good friend. 	<p>Taha tinana</p> <ul style="list-style-type: none"> • getting more freedom and doing more activities with my friends. eg: going to macdonalds, pools, mall,

4 Reflection on student learning

Terry shows understanding of how his social networks are increasing in scope beyond just his immediate relationships – family and friends.

With support he can identify explicitly a range of ideas connecting thoughts about relationships with each dimension of hauora. Across these ideas is evidence of relationship-related changes, e.g. *being treated more like an adult* and that these relationships are different in some ways to what they have been before, e.g. *making new friends at events other than school*, and that friendships and relationships serve a number of different purposes in relation to his wellbeing, e.g. *getting more freedom*.

Being responsible and respectful online

NZC LEVEL 4

1 Background

Many ākonga will be using social media apps and websites to chat with friends and share pictures, videos and other media files. This can be positive and engaging. Although some of these sites are age-restricted many younger people have accounts and are active on social media. Sometimes this is done with their parents' approval and supervision, and sometimes it is not.

Ākonga who have social media accounts need to be aware of issues such as privacy, and how to ensure they are using them safely and respectfully. So even if they are not supposed to have an account, it is better to give them the tools to manage it than to pretend it isn't happening.

Learning in this context supports ākonga to describe how their own and others' online actions can affect their sense of self-worth, and identify online and social media influences on relationships and wellbeing. They can begin to describe school and home policies on the use of social media and digital technology, and take action to enhance their effectiveness, as well as access and use information to support safe and respectful online and social media use. Ākonga are also learning to be able to recognise harassment and abuse online, and plan strategies to support themselves and others in online environments.

This activity contributes to learning that enables ākonga to respond to the overarching question:

How can we be responsible and respectful online?

2 Task

After viewing a video about cyberbullying and answering questions to clarify meaning and messages, ākonga select one of the following questions and find relevant information on the Netsafe cyberbullying page:

- What are the differences and similarities between bullying and cyberbullying?
- Why do people bully others? What sits behind this behaviour?
- What should we ask ourselves before posting a comment, photo or video — of ourselves or anyone else?
- How can we seek support, and support others who are experiencing bullying and cyberbullying?
- What does our school policy say about digital citizenship and cyberbullying? What changes are needed to it? How can we make suggestions?

Resources

- Ministry of Education (2017). Sexuality education resources Levels 3–4 <https://health.tki.org.nz/Key-collections/Curriculum-in-action/Sexuality-education-for-curriculum-levels-1-4>
- See **Me and the world: Being responsible and respectful** online page 33–35.

3 Student response

Mele’s responses to discussion questions and her digital presentation of ideas

What are the similarities and differences between bullying and cyber bullying?

The similarities are being mean and making other people look bad.

Can you give me a definition for bullying?

Beating people up calling them rude names and being annoying.

Why do people bully others?

To look tough and because they might not like someone.

What should we ask ourselves or think about before posting information online, or photos, or messaging someone in a game, etc

They could report you or post what you said on insta or facebook.

How can we get support, or support others, if we or they are being cyber bullied?

Be mean back or block them.

What does our school policy or teachers say about cyberbullying? Is this firm enough, or does it need to change?

If you are mean once that’s just being mean but if you keep doing it that is called bullying.

ALL ABOUT BEING SAFE & KIND ONLINE

My definition of bullying:

Being mean to someone over and over again, making them feel bad, calling them names or beating them up.

Cyber-bullying is when this happens online - when you are gaming, messaging or on social media. This can be hard to escape because you can't just walk away.

WHY DO PEOPLE CYBER BULLY?

I think some people bully others online but they wouldn't do it in real life because it is easier to get away with it. You can hide behind your gamer tag or profile, so people might not know it is you. Some people do this as a reaction to something you have done, but sometimes it is for no reason.

MY TIPS FOR BEING SAFE & KIND ONLINE:

- If someone bullies you online do not react! You can block them.
- Don't message anyone in a way that is mean.
- Don't talk to people you don't know, because this can lead to arguments and bullying.
- Think before you act: If you are angry, don't message someone straight away. Wait until you have cooled off.

WHERE CAN I GO FOR HELP?

- If someone is being a bully online, I could report them within the game, or take a screenshot of their message to save just in case I need it later.
- Turn off my voice chat or messaging.
- Talk to my mum or dad about what's going on and ask them for advice.
- If it is really serious, Netsafe are there to help. Their website is <https://www.netsafe.org.nz/>

4 Reflection on student learning

Mele is showing understanding of the way relationships (and therefore wellbeing) can be harmed in contexts like the online environment.

She recognises that there a range of different responses to questions about cyberbullying and that cyberbullying situations may be experienced differently by people (if at all). Mele is able to see cyberbullying situations from various angles – what it is, how it harms wellbeing, how to be safe online, and what to do about it if she is cyberbullied.

Her ideas for managing cyberbullying situations show a range of different ideas and that she is recognising that single solutions will not work for everyone or every situation. Without labelling as such she has identified a personal strategy she can use, an interpersonal strategy to seek support of an adult, and a societal strategy by way of the Netsafe website.

Piringa whai mana (healthy relationships), hauora and wellbeing

NZC LEVEL 5

1 Background

As rangatahi learn to navigate their changing adolescent relationships, their understandings about the complexities of these deepens. They learn how the quality of social relationships also influences mental and emotional wellbeing, and how people's values and beliefs and what connects them (and much more besides), all contribute to wellbeing. As the idea of romantic, and possibly sexually intimate, relationships become a feature of young people's lives — if not their own then that of similarly aged peers — and the range of (inconsistent) relationship messages that feature in their media-saturated lives ever widens, learning focuses on those features of relationships deemed to be 'healthy'. That is, what actions or behaviours, attitudes and values are needed to support wellbeing in romantic and sexually intimate relationships?

2 Task

To explore the notion of a 'healthy' romantic or sexual relationship, the class engages in a succession of discussion activities. Working in pairs, ākonga first brainstorm:

1. Why a teenager might want to be in a romantic or sexually intimate relationship?
2. Why a teenager might NOT want to be in a romantic or sexually intimate relationship?
3. Why a teenager might want to have sex?
4. Why a teenager might not want to have sex?

The students are to think of both same and opposite sex or gender relationships.

Extracting ideas from this discussion, and drawing on prior learning about the qualities of a good friendship, ākonga work collectively to make a class list of the features of healthy relationships — *piringa whai mana*, and unhealthy relationships — *piringa takahi mana*.

The final activity is an individual reflection where ideas from the paired and whole-class activities are applied to te whare tapa whā to show cause and effect connections that lead to/support healthy relationship and overall wellbeing. Ākonga are asked to show how they would explain the inter-relationships of all the dimensions of hauora using te whare tapa whā.

3 Student response

Ana's paired activity

1. Why a teenager might want to be in a romantic or sexually intimate relationship

- Because all their friends are
- They think that's what's expected at their age
- They want companionship
- They want to have sex — or think it will lead to sex
- They like being in love and being loved by someone else in a romantic way
- Presents, being treated to nice things
- Lots of hugs and kisses
- Pressure from friends who hook them up with someone (please their friends)
- They really like or love someone

2. Why a teenager might NOT want to be in a romantic or sexually intimate relationship

- Freedom, doesn't want the commitment
- Doesn't know anyone they want to be in a relationship with
- Culture doesn't support young people having sexual relationships
- Doesn't want to damage their friendships and wants to spend time with friends
- Knows about bad experiences of others (being hurt when dumped or cheated on)
- No time — other interests

3. Why a teenager might want to have sex

- Because they think all their friends are
- Pressure to fit in
- They've seen it in porn videos and it looks like fun
- They think that's what's expected at their age
- Lose their virginity (get it over with)
- Curious

4. Why a teenager might NOT want to have sex

- Not ready
- Against their values and beliefs
- Doesn't like anyone enough to have sex with them
- Thinks the whole idea is yuk
- Not confident to have someone touch them or see them naked
- Because their friends aren't
- Family attitudes and/or cultural beliefs don't support young people having sexual relationships

Class activity

Healthy relationships — piringa whai mana

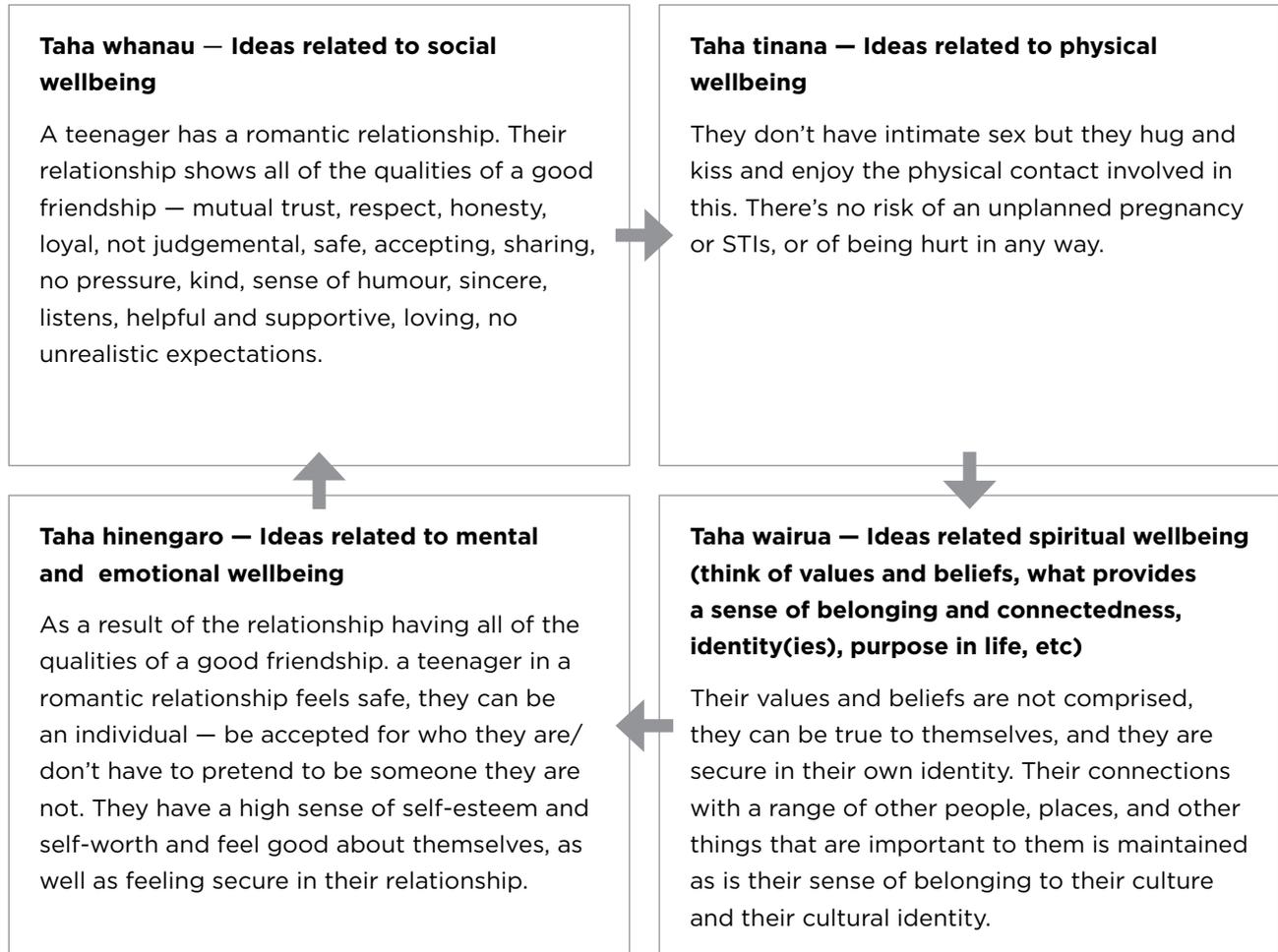
- Respectful
- Clear communication — listen trusting
- Honest, loyal
- Equal — shared power, decision making and responsibilities
- Have rights recognised and supported
- Enjoy each other's company, but can also be away from each other — make shared decisions
- Consensual intimate and sexual activity
- People in the relationship have their own identity and individuality
- Feel comfortable and safe
- Humour
- Like spending time together
- Accepting (of differences)
- Included
- Non-judgmental
- Independence
- Commitment
- Security

Unhealthy relationships — piringa takahi mana

- Not communicating or aggressive communication
- Disrespectful, insulting hurtful
- Pressured into doing things
- Dishonest, disloyal
- Cheats
- Only spending time together — not allowed own choices about who to spend time with
- Controlling, abusive, violent or physically abusive, isolating
- Obsessive, creates fear, intimidating
- Plays mind games — manipulative
- Tries to buy forgiveness
- Tries to change the other person
- Unequal
- Threatens drastic action if not compliant
- Forces sex without consent
- Dependence
- Looks to the other person for their self-worth and identity
- No commitment to the relationship

Ana’s individual activity

Healthy relationships — Piringa whai mana



4 Reflection on student learning

Ana shows she can contribute a variety of relevant ideas to the paired discussion and the whole-class summary. The evidence in her own reflective activity shows that she has a clear understanding of the four dimensions of hauora and she can apply these ideas to a context — in this case, relationships.

She also shows how these ideas are interconnected, as well as understanding the need for balance between the dimensions for overall wellbeing. She is able to work with independence to extract a range of interconnected ideas from the class-generated source material (the paired activity and class summary of ideas) and use critical thought and insight to show how these ideas could fit together and explain how healthy relationships contribute to wellbeing.

Skills for maintaining healthy relationships

NZC LEVEL 6

1 Background

Taking action to promote wellbeing requires many interdependent skills and strategies. Ākonga learn that a 'strategy' is an approach that includes a named skill, or a description of an action, along with the reasons why it is useful to use this skill or action in a particular wellbeing-related situation. They also learn that maintaining or enhancing healthy relationships requires a combination of 'personal' strategies, which, typically, those skills or actions are used by an individual for the benefit their own wellbeing. 'Interpersonal' strategies typically include skills or actions used by people to benefit their relationships with other people (e.g. friends, family, intimate partners), and 'community' strategies typically include skills or actions used by people to benefit a range of people in their school, local community or other setting. 'Societal' strategies typically extend beyond the local community to a national (or international) focus, and include skills or actions used by people to contribute to a greater social good, or advocate for change at policy level, for example.

2 Task

After learning about the processes required for decision making, joint problem solving, effective listening, being assertive, negotiation and compromise, and showing empathy, students show how one of these skills would be applied in a relationships context, based on a scenario they have constructed in groups. In their learning artefact they demonstrate how the use of the skill would enhance the relationship, as well as provide a reflective statement that shows why this skill needs to be used in this particular situation, and how it enhances the relationship, and wellbeing overall. Ākonga also describe at least one other personal, interpersonal and community/societal strategy the people in the scenario might need to maintain and enhance now or in the future, and why they might need these skills. relationship and overall wellbeing. Ākonga are asked to show how they would explain the inter-relationships of all the dimensions of hauora using te whare tapa wha.

Resources

- Fitzpatrick, K., Wells, K., Tasker, G., Webber, M. & Reidel, R. (2018) *Mental Health Education and Hauora: Teaching interpersonal skills resilience and wellbeing*. NZCER <https://healtheducation.org.nz/resources/mental-health-education/> — various interpersonal skills activities are included in this resource.
- Robertson, J. (2021) Mental health education and resilience. NZHEA <https://healtheducation.org.nz/resources/>

3 Student response

Benji's joint problem-solving script and reflection

Scenario

Maddox and Billie have been in a relationship for a few months. However things aren't going so well and they are often arguing over 'little things', such as whose friends they will hang out with over the weekend, who will go to whose place after school, who paid for takeaways last time. And then there's some resentment about the time Maddox spends training and playing weekend sport and, similarly, Billie's rehearsals for the upcoming school performance. They are both very fond of each other and don't want to break up but they are aware the arguments they are having about all of these things are making their relationship feel strained and 'hard work'.

STEP 1

Identifying the problem

Person 1 talks (the other listens carefully)

Billie: "Maddox, we need to have a talk about these arguments we keep having. We just can't seem to agree on anything and we're arguing over things we shouldn't be. When you're with your team you seem to have heaps of fun — but when we're together we don't have that."

Person 2 talks (the other listens carefully)

Maddox: "I feel the same, Billie. I know the school performance is really important to you but I feel left out when you spend so much of your time rehearsing. I know I take out my frustrations on you and we shouldn't have to argue about stupid little things that aren't really that important."

STEP 2

Together, brainstorm some possible solutions to the problem (1)

Make a weekly planner of our sport and rehearsal commitments showing when we won't be able to spend time together, along with school and homework time, and when we'll see our other friends.

Possible solutions to the problem (2)

Plan to do one thing a week together and to alternate who gets to choose what we do. If the other person really doesn't want to do that they need to say so and we negotiate another choice.

Possible solutions to the problem (3)

Identify times of the week and weekend where we may be able to see each other if nothing else comes up.

Possible solutions to the problem (4)

Face-time each other on days when we can't see each other in person.

STEP 3

Decide ONE solution that suits both people — this requires discussion (1)

Maddox: "The only one I think will work is if we make a weekly planner of our commitments, school and homework time, but not when we'll see our other friends because we don't have any control over that."

Discussion to reach solution (2)

Billie: "OK, I agree that's a good idea but that doesn't deal with the arguments we have when we are together and agreeing about what we do."

Discussion to reach solution (3)

Maddox: "So how about we add into our planner one event each week where we each tell the other ahead of time what we want to do (and we alternate weeks for this) and if it's something we really don't want to do then we let the other person know ahead of time and renegotiate?"

STEP 4**Make an agreement to try out the decision, e.g. what each person needs to do and by what time (1)**

Maddox: "I'll set up a calendar that we can both see and we need to write our commitments into it."

Billie: "And I'll add into the calendar the times when we can go out, and colour code them for whose week it is to choose."

Agreement to try out the decision (2)

Ok, let's try this out over the next 4 weeks and see if it works for us. If not we'll have to think about this again.

STEP 5**Sometime later ... evaluate how well things went**

Reviewing their decisions a month later, Maddox and Billie acknowledge they have had fewer arguments, they are feeling less stressed about their relationship, and in most cases they have agreed with each other where and when they will spend time together, and what they will spend their time doing.

REFLECTION**Reason for using a joint problem-solving model:**

From the scenario it was obvious that Billie and Maddox both wanted the relationship to continue, but they both had things going on that were getting in the way and they just had to communicate and get it sorted.

How this will enhance their relationship:

If they can learn to communicate their concerns and listen to each other, negotiate and find a solution to their problems that will save arguments, which will put less pressure on their relationship.

How this will enhance their wellbeing:

If they aren't arguing and in conflict they will feel less stressed and won't have negative thoughts in their mind all the time — especially just after an argument. If they are not wound up and feeling angry or upset about their relationship, it means they won't take things out on other people, like their friends or family members. If not stressed about their relationship they will sleep better and not eat junk food for comfort, or not eat at all through worry. If they make a plan and give each other time to keep up with their sport and performance interests they will stay connected with the other things that are important to them and not resent the other person for getting in the way of this.

Other skills and strategies for now or the future — and why these?**Personal strategy:**

Positive self-talk/positive thinking — even if there is an argument or conflict, they can think about this in a reasonable and rational way and not assume it means it's the end of the relationship, but just acknowledge there is conflict and they need to have a conversation and sort it out — and they know how to do this because they have done it before.

Interpersonal strategy:

Effective listening and showing empathy — solving joint problems requires both people to be able to listen and understand the other person's point of view.

Community/societal strategy:

School policy that provides multiple opportunities at schools for students to learn and use social skills — in class and in the wider school situation.

4 Reflection on student learning

Benji shows he understands the process of using a joint problem-solving model by applying it, with insight, to the situation in the scenario. His reflection shows that he understands why this skill needed to be applied in this context, and how using this skill will enhance the relationship and overall wellbeing (i.e. promote wellbeing).

He shows understanding of the idea of personal, interpersonal and community/societal skills and strategies, and why these are needed to enhance relationships. He provides relevant examples related to each of the levels of social organisation.

The impact of pornography on relationships

NZC LEVEL 7

1 Background

The impact of the viewing of pornography on young people's relationships has been extensively researched in recent years both overseas and in New Zealand. The New Zealand situation has been reported through a succession of reports from the Classification Office – *NZ Youth and Porn* (2018), *Breaking Down Porn* (2019) and *Growing Up with Porn* (2020). Additional resourcing for schools by the Classification Office is available from [\[link also to the new CO resources here\]](#).

Considering the impact of porn on relationships builds on learning about the nature of healthy relationships, skills for managing relationships, including, among many things, giving consent.

2 Task

After analysing different excerpts from the Classification Office reports, and material from the Light Project or the 'In the Know' website, ākonga consider the many ways viewing pornography can impact all dimensions of wellbeing – both for individuals and in their relationships with others – in potentially positive and negative ways. These ideas are shared with all members of the class to use as a basis of understanding for the activity.

The class discusses a range of possible positive and negative impacts for relationships. Students then turn their attention to the ways in which pornography promotes unhealthy relationships. Using previously learned lists of ideas about healthy and unhealthy relationships, ākonga revise these lists to focus specifically on the ways pornography promotes unhealthy relationships, backed up by evidence from the source materials.

To conclude the activity, ākonga make suggestions for an interconnected series of societal, interpersonal and personal actions that aim to reduce the negative impact of viewing pornography on relationships.

Resources

- *Growing Up with Porn* (2020) and other Classification Office reports
<https://www.classificationoffice.govt.nz/>
- The Light Project <https://thelightproject.co.nz/>
- In the Know <https://www.intheknow.co.nz/>

3 Student response

Georgie’s response

How pornography ‘promotes’ unhealthy relationships and/or impacts wellbeing	Why/how this contributes to unhealthy relationships	Evidence for this
Doesn’t show consensual sex and often shows people (mainly women) being pressured into sex	Abusive relationships are always unhealthy relationships – if one person has no control and is always told what to do or forced to do what the other person wants	72% (of the 67% of NZ teens who have ever seen porn) have seen non-consensual activity and 69% had seen violence or aggression (NZ Youth and Porn 2018) 35% of videos show some form of non-consensual behaviour and 10% showed physical aggression (Breaking Down Porn, 2019)
Doesn’t show safer sex (e.g. use of condoms)	Doesn’t show respect for the other person’s body or their health and wellbeing	Only 3% of porn videos show condom use (Breaking Down Porn, 2019)
Gets used as a source of sex(uality) education with no opportunity for thinking critically or considering that there might be something wrong with the information or messages	Doesn’t include other ways of thinking and understanding relationships, such as what makes the relationship safe and pleasurable for both people	73% of regular viewers used porn as a learning tool (NZ Youth and Porn 2018)
Promotes an unrealistic body appearance, which may lead to people having a negative body image and not wanting their body to be seen, e.g. large breasts or penis	If people feel inadequate or undervalue themselves because they don’t think they live up to expectations, this can get in the way of them enjoying their relationship	“It was much more common for young people to mention porn’s negative impacts on body image and self-confidence. Boys and girls were concerned that watching porn could make young people feel more self-conscious about their bodies. The young people thought it would be common for girls to feel bad about their bodies after watching porn because their bodies did not match up to the ‘ideal’ portrayed in porn. While for boys, the main focus of this concern was on comparisons of penis size.” (Growing Up with Porn, 2020)

How pornography ‘promotes’ unhealthy relationships and/or impacts wellbeing	Why/how this contributes to unhealthy relationships	Evidence for this
Promotes unrealistic performance expectations – endurance of sexual activity, level of pleasure, etc	As above	72% saw a man feeling good vs 49% for seeing a woman feeling good (NZ Youth and Porn 2018), although “the vast majority of young people interviewed thought that porn is not a realistic portrayal of sex or relationships... In the 2018 survey, young people raised the ‘unrealistic’, ‘fake’ or ‘false’ nature of porn and the impact this could have on people. This was by far the most commonly mentioned negative influence of porn. Young people told us they knew that porn was fake, however, they weren’t sure that every other young person knew that.” (Growing Up with Porn, 2020)
Mostly for the pleasure of men – women are not the ones with the power who make the decisions, same sex activity is mostly between women for male viewing	Power imbalances that may flow over into other aspects of life or other type of relationships (e.g. at work), positions women as subservient and they should do as men want them to do	9% of videos showed derogatory language (directed at women) (BDP, 2019), 61% has seen a video where a man is shown as controlling and dominating another person (NZ Youth and Porn 2018) “Others mentioned a desire to see ‘ethical’, realistic porn but that this was very hard to find. ‘Lesbian porn’ was singled out by some as being fetishised and made for heterosexual males, with little lesbian porn available designed for a lesbian audience (Growing Up with Porn, 2020)
We also noted that some young people said it had personal wellbeing benefits, like reducing stress, getting to sleep and helping with sadness and depression	19% said they used porn to relieve stress and anxiety – 32% said it made them feel less stressed and 45% said they felt relaxed, 15% said they watch porn to help them get to sleep, and 13% said it helped with sadness and depression (NZ Youth and Porn 2018)	

Societal action or strategy:

“Most (71%) believe children’s and teens’ access to online porn should be restricted in some way, including half (51%) of regular viewers of pornography” (NZ Youth and Porn, 2018). There should be more government and industry level regulation of online porn sites to limit access and remove the most degrading and violent forms of porn – we know this is difficult with the internet but there must be some technology that can block some access or remove material from online. It’s unfair that sometimes people get to see this when they are online and they are not even looking for it.

Interpersonal action or strategy:

Be assertive in relationships and use skills like negotiation and problem solving when it becomes apparent someone has been watching porn, and what they are saying (e.g. in social groups) or what they are wanting to do (e.g. in intimate situations) does not support a healthy relationship. Challenge others’ behaviours and what they say when these are disrespectful, and request a behaviour change when porn-related language and ideas gets in the way of relationships and friendships.

Personal action or strategy:

Learn to take personal responsibility and regulate own behaviour – through self-reflection, learn to recognise the negative effects of viewing porn on own mood and feelings, and the sorts of unrealistic or unhealthy sexual thoughts that result from watching porn, and how mention of porn-related material impacts what others then do and say. Learn about other ways to be entertained online, or identify other ways to use leisure time for healthier activities, and learn to have respectful conversations about things other than porn when with friends or in other social situations.

4 Reflection on student learning

After working collaboratively to extract topic-specific and relevant data from source materials to generate a range of ideas that the group can work with, Georgie is then able to autonomously and independently think critically (by analysing and drawing conclusions) about which data and evidence aligns with their ideas and justifies claims about pornography and unhealthy relationships. They recognise and show understanding of multiple perspectives on the issue and the many ways viewing pornography can contribute to unhealthy relationships. They can also recognise exceptions and offer information about some reported positive benefits for some people.

Georgie is also able to recommend an interconnected combination of societal, interpersonal and personal actions that aim to reduce harm from viewing pornography and promote wellbeing in relationships, as well as wider social situations. These actions demonstrate understanding of a range of values that underpin wellbeing, such as fairness and respect.

Promoting healthy relationships in school communities

NZC LEVEL 8

1 Background

In addition to learning about the processes for planning and taking action, and implementing examples of planned actions, ākonga at senior secondary levels are introduced to the basics of a range of theory — and research-based models of health promotion. This provides an evidence base for understanding health promotion as an underlying concept [\[link to RSE underlying concepts\]](#), as well as an introduction to foundation health promotion documents, like the internationally used Ottawa Charter, and locally relevant indigenous models such as Durie's (2003) Te Pae Mahutonga, and Pacific models such as fonofale (Pulotu-Endemann, 2001) and fonua (Tu'itahi, 2007).

2 Task

After learning about a range of models for health promotion, groups of ākonga each select a model to 'test' its suitability for use to promote healthy relationships in their school community (noting that healthy relationships have been learned about over previous years of study in health education). Using the main action areas or principles of their selected model, they map out the possible application of the various actions or principles of the model, in the context of healthy relationships. At the conclusion of this mapping exercise, the group decide whether or not this would be a useful model to guide a health promotion approach to promoting healthy relationships in their school community, and 'make a case' to the class about whether their models should be put forward as a possibility — making clear why or why not.

Resources

- Ottawa Charter for health promotion (action areas) <https://www.who.int/teams/health-promotion/enhanced-wellbeing/first-global-conference/action>

3 Student response

Sashi's response

Five key action areas	Links to promoting healthy relationships in our school community
<i>NB: We have added 'wellbeing' to 'health' for greater application to healthy relationships</i>	
Build healthy public policy	<p>Healthy school ('public') policies (and the procedures and systems that put these into action) that support healthy relationships would link with:</p> <ul style="list-style-type: none"> • Inclusive school policy – e.g. to do with sexuality and gender diversity • Provision of counselling support and links to support outside of school • Peer support and peer mediation • Safe school policies • Restorative practice
Create supportive environments for health and wellbeing	<ul style="list-style-type: none"> • Make sure the above policies have been put into action – review their effectiveness and recommend changes where they are not working • Ask teachers to help make all classrooms safe and supportive places • Have lots of opportunities for student leaders and groups, teams and clubs where people interact in lots of different ways and can use interpersonal skills • Messaging around the school promotes healthy relationships
Strengthen community action for health <i>and wellbeing</i>	<ul style="list-style-type: none"> • Health education/RSE for all levels, even those not taking health education at NCEA level • Engaging parents and whānau in community consultation • Whole school approaches for the promotion of student wellbeing – and promoting healthy relationships is a part of this • Consequences for people whose behaviour does not support healthy relationships, e.g. restorative justice
Develop personal skills	<ul style="list-style-type: none"> • Learn a wide range of personal (self-management), interpersonal (relationship), and collective action (e.g. advocacy) skills in health education, such as effective listening, showing empathy, negotiation, being assertive, conflict resolution, problem solving, decision making, etc
Re-orient health <i>and wellbeing</i> services	<ul style="list-style-type: none"> • Check that school counselling services are suitable for everyone – boys and girls, students from different cultures, LBGTQIA+ • Check for other local support organisations, e.g. rainbow groups

Three basic HP strategies	We think that the 3 basic strategies of HP would also apply here
Enable	Health promoting action aims to reduce differences and inequities in people’s health and wellbeing by ensuring equal opportunities and resources enable all people to achieve wellbeing. This includes having access to information and a supportive environment, and skills and opportunities for making choices that support wellbeing (in this case, healthy relationships). People need to be ‘enabled’ to take control of the things that impact their wellbeing. This must apply equally to people of diverse sexuality and gender identities, different ethnicities and cultures, and different abilities.
Mediate	Health promotion needs collective and coordinated action by everyone: the government; the health and social sectors — including schools; NGOs; local authorities; the media. People from all walks of life are involved as individuals, whānau and communities. Professional people and groups that promote and support young people’s wellbeing have a major responsibility to mediate between the different levels of society to support the aim of wellbeing for all.
Advocate	Wellbeing is important for quality of life. The determinants of health, such as political, economic, social environment and cultural factors, can both support and harm wellbeing. Health promotion action aims to influence these factors through advocacy and in ways that support wellbeing.

Moving into the Future — we also thought this section was a really useful addition to the Ottawa Charter

“Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created by caring for oneself and others, by being able to take decisions and have control over one’s life circumstances, and by ensuring that the society one lives in creates conditions that allow the attainment of health by all its members. Caring, holism and ecology are essential issues in developing strategies for health promotion. Therefore, those involved should take as a guiding principle that, in each phase of planning, implementation and evaluation of health promotion activities, women and men should become equal partners.”

Reading this we thought the highlighted section made the Ottawa Charter (OC) highly suitable for promoting healthy relationships.

Our group's case

We think the OC would be highly suitable for promoting healthy relationships in our school community. We can see how school-based actions could apply to ALL action areas with none being left out (which would be a problem if we couldn't act in one or more areas as that would suggest the action wouldn't be successful).

This approach supports social justice and it's fair to everyone and inclusive of everyone. It makes everyone responsible for something so the actions don't just fall on a few people to make them happen, nor does the action apply only to a few people, but potentially everyone or anyone could benefit from it.

4 Reflection on student learning

Sashi's group focused on the Ottawa Charter, the internationally recognised foundation document for health promotion in public health settings. This is her individual summary recorded for her learning journal.

Sashi is able to meaningfully map the various action areas of the Ottawa Charter to the context of healthy relationships. She explains how she has had to think differently about some aspects of the model, such as thinking more holistically about 'wellbeing' (as it relates to healthy relationships) than 'health' as such. Across her responses she shows understanding of the need for a collective action type of approach involving everyone and at all levels of society. Her response shows good understanding of schools as communities, and some of the features of schooling that support ākonga wellbeing. Her responses reflect a strong sense of social justice and equitable health and wellbeing outcomes for all people.

She uses the success of this mapping exercise to draw her conclusions about the suitability of the model as the basis for planning a school-wide health promotion initiative. Her defence of this claim is strongly supported by her understanding of the HPE underlying concepts.