

# Christchurch South Karamata Intermediate School

## Summary and key questions

### Introduction

This document accompanies the Christchurch South Karamata Intermediate School case study of effective practice in relationships and sexuality education (RSE). Below is a summary of the video's content, followed by key questions connected to the video which can be used by teachers when reflecting upon, and developing, their own RSE programmes.



### Summary of the video

#### From Planning to Action

In this video, Christchurch South Karamata Intermediate School teacher Libby discusses how she plans for RSE in ways that are responsive to changing ākongā learning needs. She discusses how a range of pedagogical strategies are used in RSE contexts across the year, and provides ideas for connecting with whānau. Two Year 8 students and two ex-students of the school provide their perspectives of the issues explored in the video.



### Key questions

#### What helps inform your RSE planning?

- What resources do you draw from to help support RSE planning, and how do you use these as a starting point from which to develop your programmes?
- What prior learning experiences do you incorporate into RSE?
- How do you use models such as te whare tapa whā to design your RSE programmes?
- How can the key learning tables in the RSE guide help inform your planning?



## Key questions

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### How do you plan for quality RSE?

- How do you communicate learning about RSE to whānau?
  - What are some ways in which your team uses (or could use) the question box to support teaching and learning, and on-going refinement of your RSE programme?
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### How do ākonga best learn in RSE and what is valued learning?

- Do you draw upon a range of pedagogical tools when teaching RSE? What could you add to your kete?
  - How do you integrate learning about relationships across the school week or term?
  - How do you approach teaching about consent from level 1 of the curriculum?
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### What are the changing learning needs of ākonga in RSE contexts?

- What topics or issues are 'on top' for your ākonga and school community?
  - How do you know this, or what data could you access or gather to find out more?
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### What do ākonga have to say about RSE learning?

- How do you, or could you, collect and act upon student voice about what is relevant to ākonga learning, and how they like to learn in RSE?
  - What do you think ākonga will remember about RSE at your school? What do you want them to remember?
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### Where to from here?

- When did you last undertake community consultation on the delivery of health education? How might you go about consulting the next time this is due?
  - How might you consult in a way that best meets the needs of diverse cultural groups in your school community?
  - What is your vision for tamariki after having learned in RSE contexts at your school?
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