

The consultation on this draft Relationships and Sexuality Education (RSE) Framework is now closed. Feedback from this consultation will be consolidated and incorporated into the design of the health and physical education learning area. The updated learning area will be released for further public consultation in Term 4, 2025.

Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning

The draft framework for the teaching of relationships and sexuality education (RSE) is now available for your feedback and insights.

Inside this consultation pack:

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Information about the RSE consultation

What RSE is and why it's important

Relationships and sexuality education (RSE) is one of the seven key areas of learning within the health and physical education learning area of the New Zealand Curriculum (2007).

RSE is critical to the learning, development, and wellbeing of Aotearoa New Zealand's young people. Well delivered, comprehensive RSE equips young people with the knowledge and confidence to make informed decisions about their lives and navigate important topics such as consent, healthy relationships, pubertal changes, and online safety. When reinforced by open conversations at home with parents or caregivers, RSE ensures consistent messaging and deepens students' understanding of themselves and others.

Schools are currently required under the Education and Training Act 2020 to consult with their community on their planned health education programme. Families may have different reasons, such as cultural values and religious beliefs, for choosing to withdraw their children from sexuality education. The Act allows parents to withdraw their young person from all or any part of sexuality education by written request.

This framework is for testing and early consultation about the age-appropriate RSE content to teach at each year of schooling. It clearly outlines what will be taught at each year level in RSE, supporting parents and whānau to have open conversations with their children and their school prior to this learning taking place.

The draft RSE framework does not require schools to change their planned delivery of health education in 2025. Existing planning remains relevant as it aligns to the 2007 version of The New Zealand Curriculum and is informed by your community consultation.

Why a draft RSE framework has been developed

The RSE guidelines were removed earlier this year as we focus on developing a knowledge-rich curriculum grounded in the science of learning. RSE sits within the health and physical education learning area of The New Zealand Curriculum, which is currently being updated.

The draft RSE framework sets out the proposed teaching to be covered in RSE each year. The focus is on ensuring RSE content is age-appropriate, evidence-informed, internationally comparable, and clear about what to teach and when from Years 0 to 13.

This responds to research from the Education Review Office (ERO) undertaken last year, which found there is too much inconsistency in what RSE is being taught and when, and it often depends on where a child goes to school.

This draft framework is not a compulsory part of the curriculum. Your feedback on the framework will help to inform decisions around the RSE teaching and learning to be included in the refreshed health and physical education learning area. A draft of this learning area will be available for feedback later this year.

How we have developed the draft framework

The draft RSE framework has been developed by curriculum subject matter experts and quality assured by both internal and external experts. The draft framework has also been informed by how RSE is taught in other countries including Australia, England, Canada and Singapore.

It is now critical that we have feedback from the wider community, including teachers, leaders, students and their parents and caregivers.

We value your input and appreciate your insights to help us ensure our young people have access to consistent and age-appropriate RSE.

What you need to know about the draft framework

The draft RSE framework is for schools and kura using The New Zealand Curriculum only. Content for the teaching of RSE for schools and kura using Te Marautanga o Aotearoa will be updated through the revised Waiora wāhanga ako, due to be released in Term 4.

The content of this framework has been written in language to reflect the age of the learner. The statements of teaching and learning have been arranged in a year-by-year sequence. It is intended that some learning is repeated in successive years to ensure ideas are being understood and embedded as children develop physically, socially and cognitively.

When engaging with the content of this framework, teachers and leaders should consider the age appropriateness for each phase of learning, whether the content is comprehensive and if you feel anything should be removed or added.

Have your say

The consultation period is open from 11 April – 9 May 2025. We welcome you to have your say and share your expertise and insights on these very important topics.

You can read the draft RSE framework and have your say here:

<https://newzealandcurriculum.tahurangi.education.govt.nz/5637263826.p>



There will be further opportunities to have your say on RSE, with wider consultation on the full health and physical education learning area of The New Zealand Curriculum (NZC) planned to begin in Term 4, 2025.

What's next?

The consultation period for the framework will close on Friday 9 May, 2025. Once the consultation closes, feedback will be consolidated into key actions and incorporated into the design of the health and physical education learning area. The updated learning area will be released for consultation in Term 4, 2025.

The updated health and physical education learning area is planned to be gazetted in 2026 and required for use from 2027. The Government intends to move into a regular update cycle for the curriculum, as occurs in other jurisdictions, to avoid the need for wholesale reform and ensure our national curriculum remains up-to-date and future-focused.

RSE within the health and physical education learning area

RSE is not a standalone subject but is one area within the wider health and physical education learning area, which covers a range of teaching and learning. Consultation feedback on the draft RSE framework will help to inform updates to the RSE content within this learning area. There will be an opportunity to feedback on the full health and physical education learning area later this year.

The current health and physical education learning area within the 2007 New Zealand Curriculum

In the health and physical education learning area there are four strands which inform seven key areas of learning.

These seven key areas are:

» mental health

» **sexuality education***

» food and nutrition

» **body care and physical safety***

» physical activity

» sport studies

» outdoor education

*Aspects related to **RSE**

As we continue to develop the updated health and physical education learning area, we are also looking at how additional, appropriate content might be included or emphasised in more detail, such as digital safety.

Draft RSE Framework Consultation April/May 2025

Draft Framework for Relationships and Sexuality Education (RSE)			
Year of school	Age of student	Healthy Relationships	My Body
Year 6-8	10-14	<p>Relationships</p> <p>Informally prior learning, teach students to know that:</p> <ul style="list-style-type: none"> they have different kinds of relationships, like family and friendships. There are many types of family structures. Not everyone has the same family structure or the same family relationships. it is important to hear other people's ideas and understand that others may see things differently. For example, having different favourite games. they will have a variety of feelings in their relationships with others, and sometimes these might feel happy or upsetting and they will need support from caregivers or teachers. <p>Informally prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> identify their strengths, like being kind, patient, or good at sharing ideas, and how these help them at home and school. recognise their own feelings and needs, as well as those of others, to help them to be a good friend. ask for help from an older person who they trust. 	<p>Body</p> <p>Informally prior learning, teach students to know that:</p> <ul style="list-style-type: none"> they need to ask for permission when interacting with others. For example, "Can I please play with your soccer?" there will be boundaries in their friendships. For example, it is important to respect your friend's personal space when playing with them. using digital devices means they might sometimes see things they did not expect online. an unsafe situation might create feelings of being scared or uncomfortable. there is a difference between safe and unsafe secrets. For example, "Safe secrets are things like surprise parties. Unsafe secrets are when someone is being hurt and you should tell an adult." <p>Informally prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> responsibly use social media, text, email and online gaming. "If an adult you don't know asks you to go somewhere or share a photo or tell a friend about." express their feelings when something is upsetting that they are in the or when they need something. This could be "no", "stop", "I'm angry", "I ask for help from a trusted adult when they feel hurt, or unsafe."
Year 9	14-16	<p>Relationships</p> <p>Informally prior learning, teach students to know that:</p> <ul style="list-style-type: none"> there are skills, like sharing respect and demonstrating patience, they can use to help them have good relationships with their families and friends. they will have a variety of feelings in their relationships with others, and sometimes these might feel happy or upsetting and they will need support from caregivers or teachers. <p>Informally prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> use small problems that happen when playing with others. identify some of the significant people in their life, including their life in the community (such as church, sports teams, or other community groups). ask for help from an older person who they trust. 	<p>Body</p> <p>Informally prior learning, teach students to know that:</p> <ul style="list-style-type: none"> they need to ask for permission when interacting with others. For example, "Can I please play with your soccer?" there will be boundaries in their friendships. For example, it is important to respect your friend's personal space when playing with them. using digital devices means they might sometimes see things they did not expect online. an unsafe situation might create feelings of being scared or uncomfortable. there is a difference between safe and unsafe secrets. For example, "Safe secrets are things like surprise parties. Unsafe secrets are when someone is being hurt and you should tell an adult." <p>Informally prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> responsibly use social media, text, email and online gaming. "If an adult you don't know asks you to go somewhere or share a photo or tell a friend about." express their feelings when something is upsetting that they are in the or when they need something. This could be "no", "stop", "I'm angry", "I ask for help from a trusted adult when they feel hurt, or unsafe."



Outcomes from public consultation

Inform

The updated health and physical education learning area (released for consultation later in 2025)

Overview for parents and caregivers

Schools in New Zealand, like in many countries, teach relationships and sexuality education (RSE). It's really important that we get feedback on RSE from parents and communities, so that we can get this teaching and learning right for our young people.

RSE is part of the health and physical education learning area in The New Zealand Curriculum (2007). It aims to give children and young people the information they need to feel positive about themselves and equip them with the knowledge and confidence to make good choices. RSE includes learning about consent, puberty, healthy relationships and staying safe online. This part of the curriculum also supports mental, physical and emotional development.

Talking about RSE at home with your kids helps reinforce what they learn at school and deepens their understanding of themselves and others. Parents and caregivers may also want to have conversations with their children at home first before explicit teaching happens at school.

That's why it is so important that we get this part of the curriculum right. As we refresh the curriculum content for the teaching of RSE, your voice really matters.

What you need to know

We have developed a draft framework for RSE that outlines what topics could be taught at each year of schooling. The focus is on making sure the content is age-appropriate, evidence-informed, and clear about what is covered in RSE at each age, from Year 0 through to Year 13. It is important that you know what is being taught and when, so you can have open conversations with your school and your child prior to this learning taking place.

Schools still need to talk to parents about their health education plans, and you can choose to take your child out of any part of sexuality education.

Giving your feedback

You will have until 9 May 2025 to provide your feedback using this form:

<https://education.surveymonkey.com/r/3LWYQWV>



You'll be asked three key questions covering age appropriateness of the content, if you think any topics are missing, and if you think any topics need to be removed.

As you look at the framework, you may like to consider the following questions:

- » How do you talk about relationships and sexuality in your family, culture, and community?
- » What role do you think schools, families, and communities should play in teaching children about relationships and sexuality?
- » What do children need to know about themselves, others, their communities and the modern world to keep them healthy and safe?
- » What are the ages and stages to have conversations about key topics such as consent, digital safety, reproduction, puberty, and sexual health?

The summary table on the next page, outlines the key topics covered in each year level. For more detailed content, have a look at the full framework for consultation at the bottom of this document.

	Healthy Relationships		My Body
Year/Age	Relationships	Safety and Consent	My Body
Years 0-1 (age 5-6)	<ul style="list-style-type: none"> • Family structures • Making friends • Understanding feelings • Asking for help 	<ul style="list-style-type: none"> • Seeking and refusing permission • Responding safely to adults • Personal space • Digital devices • Safe and unsafe secrets 	<ul style="list-style-type: none"> • Body parts (e.g. genitals) • Body similarities and differences • Asking questions and talking to trusted adults
Year 2 (age 6-7)	<ul style="list-style-type: none"> • Respect • Solving problems • Respecting difference • Asking for help 	<ul style="list-style-type: none"> • Responding to bullying • Consent (e.g. saying “yes” or “no” to a request) • Safe and unsafe secrets • Sharing positions and personal space 	<ul style="list-style-type: none"> • Stages of growing up • Body changes and body positivity • Asking questions and talking to trusted adults
Year 3 (age 7-8)	<ul style="list-style-type: none"> • Positive family relationships • Playing fairly • Understanding and respecting difference • Navigating feelings 	<ul style="list-style-type: none"> • Standing up for self and peers • Identifying unsafe situations, both in person and online 	<ul style="list-style-type: none"> • Taking care of bodies • Stages of growing up • Learning and development • Asking questions about their bodies
Year 4 (age 8-9)	<ul style="list-style-type: none"> • Role models • Communicating in relationships • Bullying behaviour and situations (e.g. online) • Positive behaviour and interactions • Gender stereotypes 	<ul style="list-style-type: none"> • Peer pressure • Bullying is unacceptable • Consent (e.g. respectfully accepting when people refuse consent) • Supporting inclusion 	<ul style="list-style-type: none"> • Naming body parts and functions • Body similarities and differences • Inclusion and individuality • Body positivity and confidence • Seeking help from trusted adults
Year 5 (age 9-10)	<ul style="list-style-type: none"> • Different family structures (e.g. cultural and religious variations) • Roles and responsibilities in different relationships • Causes for conflict • Resolving conflict 	<ul style="list-style-type: none"> • Online safety (e.g. image sharing and inappropriate pressure) • Managing peer pressure (e.g. strategies) • Respectful language and inclusive behaviour 	<ul style="list-style-type: none"> • Introduction to puberty • Emotional and physical changes • Supporting and respecting changes • Seeking help from trusted adults
Year 6 (age 10-11)	<ul style="list-style-type: none"> • Leadership roles and group dynamics • Understanding different perspectives 	<ul style="list-style-type: none"> • Critical thinking and online content • Strategies for safe online and offline interactions • Respecting others’ interests and preferences 	<ul style="list-style-type: none"> • Hygiene during puberty • Male and female anatomy • Menstruation and pubertal change • Respecting peers during puberty • Asking questions of trusted adults
Year 7 (age 11-12)	<ul style="list-style-type: none"> • Relationships change over time (e.g., birth, death, separation) • Positive relationships • Stereotypes (e.g. impact on relationships) • Seeking advice and help 	<ul style="list-style-type: none"> • Online risks, content sharing and social media • Harassment and bullying • Consent in various contexts and relationships • Identifying harmful behaviours, online content, or situations and seeking support 	<ul style="list-style-type: none"> • Cultural views on bodies and bodily functions • Reproductive system changes during puberty • Conception basics (e.g. sperm fertilising egg) • Bodily privacy and respect

Year 8 (age 12-13)	<ul style="list-style-type: none"> • Sexual attraction and orientation • Healthy sexual activity • Personal safety in relationships • Trustworthy information sources (e.g. online and in person) 	<ul style="list-style-type: none"> • Online risks, content sharing and social media • Legal age of consent • Harmful sexual behaviours and consequences (e.g. online and in person) • Judging when relationships are unsafe and seeking help 	<ul style="list-style-type: none"> • Reproductive system development • Physical and emotional changes during puberty • Menstrual variations (e.g. when to seek medical attention) • Reproductive systems (e.g. fertilisation)
Year 9 (age 13-14)	<ul style="list-style-type: none"> • Changing emotions • Peer influence • Making decisions • Relationships, including friendships and intimate relationships (e.g. 'going out with someone') • Conflict • Alcohol and drugs in relationships 	<ul style="list-style-type: none"> • Sexual violence laws • Bodily autonomy • Positive relationships • Respect and boundaries • Consent (e.g. how to respond appropriately when it's not given) 	<ul style="list-style-type: none"> • Menstrual cycle • STIs and methods of prevention • Contraception • Seeking advice and support • Boundaries • Making informed choices
Year 10 (age 14-15)	<ul style="list-style-type: none"> • Diverse values and interactions • Communicating effectively • When relationships need outside help 	<ul style="list-style-type: none"> • Sexual harassment, including online (e.g. social media) and in-person • Consent and sexual activity • Harmful behaviour and impacts 	<ul style="list-style-type: none"> • Menstruation issues (e.g. period poverty and stigma) • Biological sex (e.g. chromosomes hormones, and anatomy). • Hormonal changes • Strategies and products for safe sexual behaviour • Accessing accurate information and support
Year 11 (age 15-16)	<ul style="list-style-type: none"> • Overcoming family challenges • Healthy and unhealthy relationships (e.g. online) • Expressing love • Supporting friends • Assertive communication 	<ul style="list-style-type: none"> • Giving and refusing consent • Factors impairing consent • Societal differences 	<ul style="list-style-type: none"> • Fertility and infertility • Perspectives on sexuality influenced by cultural values and religious beliefs • Strategies for safe sexual behaviour • Accessing accurate information and support
Years 12-13 (age 16-18)	<ul style="list-style-type: none"> • Interpersonal problem resolution • Assertive communication 	<ul style="list-style-type: none"> • Consent in increasingly complex real-world scenarios • Personal safety • Self-advocacy 	<ul style="list-style-type: none"> • Reproductive health conditions • Societal perspectives • Contraception and protection methods • Accessing accurate information and support

Draft Framework for Relationships and Sexuality Education (RSE)

		Healthy Relationships		My Body
Year of school	Age of student	Relationships	Safety and Consent	My Body
Year 0-1	5-6	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• they have different kinds of relationships, like family and friendships. There are many types of family structures. Not everyone has the same family structure or the same family relationships.• it is important to hear other people's ideas and understand that others may see things differently. For example, having different favourite games.• they will have a variety of feelings in their relationships with others, and sometimes these might feel tricky or upsetting and they will need support from caregivers or teachers. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• identify their strengths, like being kind, patient, or good at sharing stories, and how these help them at home and school.• recognise their own feelings and needs, as well as those of others, to help them to be a good friend.• ask for help from an older person who they trust.• make friends, be a good friend, and accept, include, and celebrate others.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• they need to ask for permission when interacting with others. For example, "Can I please play with your scooter?"• there will be boundaries in their friendships. For example, it is important to respect your friends' personal space when playing with them.• using digital devices means they might sometimes see things they did not expect online.• an unsafe situation might create feelings of being scared or uncomfortable.• there is a difference between safe and unsafe secrets. For example, "Safe secrets are things like surprise parties. Unsafe secrets are when someone is being hurt, and you should tell an adult." <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• respond safely to adults, both known and unknown. For example, "If an adult you don't know asks you to go somewhere, always say no and tell a trusted adult."• express their feelings when something is happening that they do not like, or when they want something. This includes saying "no, stop, I don't like it."• ask for help from a trusted adult when they feel worried, hurt, or unsafe.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• body parts such as head, eyes, arms, and legs all have different locations and functions.• everyone has features that make them unique and while their body may be similar to their friends, it may also be different.• body parts (including genitals) have anatomically correct terms.• good hygiene practice is an important part of looking after their body. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• ask questions and talk to trusted adults if they have worries, or are curious, about their bodies.
Year 2	6-7	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• there are skills, like showing respect and demonstrating patience, they can use to help them foster good relationships with their families and friends.• they will have a variety of feelings in their friendships and relationships with others, and sometimes these might feel tricky or upsetting and they will need support from caregivers or teachers.• people hold different roles and responsibilities at school and within their whānau and wider community. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• solve small problems that happen when playing with others.• identify some of the significant people in their life, including their life in the community (such as church, sports teams, or other community groups).• ask for help from an older person who they trust.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• saying 'yes' or 'no' to a request from others is called 'giving consent.'• everybody has boundaries and these boundaries help make people feel safe.• bullying occurs when someone is purposefully and repeatedly mean or unkind to others, with either words or other actions.• an unsafe situation might create feelings of being scared or uncomfortable.• there is a difference between safe and unsafe secrets. For example, "Safe secrets are things like surprise parties. Unsafe secrets are when someone is being hurt, and you should tell an adult." <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• use strategies to respond when they or their friends are being bullied, including how to reach out to a trusted adult, such as their teacher or caregivers.• ask for permission, share, and say no to someone respectfully when sharing possessions or personal space.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• changes will happen in their bodies as they grow older. For example, losing their baby teeth.• growing up includes being a baby, toddler, child, teenager, and an adult. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• use positive words when talking about their bodies to become more confident.• ask questions and talk to trusted adults if they have worries, or are curious, about their bodies.

Year 3	7-8	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• there are skills, like showing respect and demonstrating patience, they can use to help them foster good relationships with their families and friends.• they will have a variety of feelings in their relationships with others, and sometimes these might feel tricky or upsetting and they will need support from caregivers or teachers.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• an unsafe situation might create feelings of being scared or uncomfortable.• there is a difference between safe and unsafe secrets. For example, “Safe secrets are things like surprise parties. Unsafe secrets are when someone is being hurt, and you should tell an adult.”	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• eating healthy foods, exercising, and getting enough sleep helps us to take care of our bodies.• they have grown and learnt a lot since they were young and that they will keep on growing, learning and changing.
		<p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• play in a fair and friendly way, showing understanding and respect for difference.• ask for help from an older person who they trust.	<p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• stand up for themselves and their peers if being bullied.	<p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• ask questions and talk to trusted adults if they have worries, or are curious, about their bodies.

		Healthy Relationships		My Body
Year of school	Age of student	Relationships	Safety and Consent	My Changing Body
Year 4	8-9	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• there will be people in their lives who will influence them and the decisions they make. This could be family, guardians, teachers, and friends.• there are different ways to communicate in a relationship and some will have better outcomes than others.• repeatedly communicating with others in an unkind way is an example of bullying behaviour. <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• interact positively with others in different situations, showing understanding of the type of relationship that it is.• identify and respond to gender stereotypes. For example, favourite colours and career aspirations.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• bullying or behaving in a manner that is unfair and hurtful towards others is not acceptable.• ‘consent’ means the agreement or permission given to allow something to happen or to take place.• peer pressure to make someone say ‘yes’ or ‘no’ to something can be a form of bullying.• there are implications for giving consent.• there are ways to ask for consent and there are ways to refuse or withdraw consent.• there are ways to respectfully accept when people refuse consent. For example, “Can I borrow your hoodie?” “No, it is special to me.” “OK, I understand, I have special items too.” <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• contribute to and follow guidance that supports inclusive environments in the classroom and school• give and receive consent (e.g. at the doctor, in the playground, or online).• respond in situations where consent is not given by one of their peers.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• people look different and this is determined by a range of factors, but it does not make them more or less important. It is good to accept how everyone looks, including their friends.• body parts (including genitals) have anatomically correct terms, and specific functions. <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• respond when people say things about bodies, positive or negative.• seek help from trusted adults if they have questions or concerns about their bodies or the changes that they are experiencing.

<p>Year 5</p>	<p>9-10</p>	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • in some relationships, for example in their family, there will be different roles and responsibilities for different people. This may also happen in other areas of their lives, for example, in the classroom or in a sports team. • various factors contribute to positive relationships with people at school, at home, and in the community. • the way roles and responsibilities work for family members might be different in different households. This can be due to different religious beliefs, cultural backgrounds, or different family make-ups. • there are many potential causes for conflict in a relationship. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • apply communication skills that enhance relationships and support resolving conflicts. 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • putting pressure on others to share information and images online is inappropriate and can be illegal. • sharing and/or posting images or videos of themselves or others online can be unsafe and once online they will no longer have control over this material. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • apply strategies to resist peer pressure or other types of bullying, including talking to a trusted adult or another peer if appropriate. • identify which problems are serious enough to need to seek help from a trusted adult. • use appropriate words to describe difference in order to respect and appreciate diversity. • act in ways that are inclusive of everyone, regardless of differences, such as gender, ethnicity, or different abilities. Name examples of behaviours that are negative or unfair. 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • as they grow up their body will go through changes to become an adult. This process is called puberty. • puberty can bring emotional changes along with physical changes, and these feelings are expected. • pubertal changes happen at different times for different people. These are all parts of growing up. Everyone will feel different about these changes, and this can be influenced by culture, religious or spiritual beliefs, and family values. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • apply strategies to help deal with the physical, social, and emotional changes that happen during puberty. • be respectful of the changes happening to their peers during puberty. Recognise that these changes can occur at different times for different people, and that everyone will have unique feelings and experiences about their own physical development. • seek help from trusted adults if they have questions or concerns about their bodies or the changes that they are experiencing.
<p>Year 6</p>	<p>10-11</p>	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • there are different ways of leading and that leadership contributes to the way a group works. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • show understanding for the different people in relationships, and that their perspective may be informed by many different factors. • identify situations where it is appropriate to adopt a leadership role. 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • online content may be unreliable, untruthful, or unsafe. They should not consider what they encounter online as an example of ways to behave towards others. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • apply strategies with the intent to work and play together in a way that identifies and honours their own, and others', interests and preferences. • support their school community and understand how communities develop and use inclusive practices and policies (e.g., at public events, during physical activity, and online). 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • hygiene needs to be maintained during puberty, like showering regularly and using deodorant. It is important to communicate with trusted adults if they require support with this. • most people have either a female or male body and their anatomy (breasts, testicles, penis, vulva) will be growing and changing at different times, and this will be different for everyone. • menstruation is a part of pubertal change. The menstrual cycle involves physical and emotional changes for them and/or their peers, with specific roles played by different body parts. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • be respectful of the changes happening to their peers during puberty. Recognise that these changes can occur at different times for different people, and that everyone will have unique feelings and experiences about their own physical development. • seek help from trusted adults if they have questions or concerns about their bodies or the changes that they are experiencing.

		Healthy Relationships		My Body
Year of school	Age of student	Relationships	Safety and Consent	Pubertal Change
Year 7	11-12	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• families and relationships change over time, including through birth, death, separation, and new relationships.• aspects of relationships, including consent, trust, mutual respect, and honesty, will contribute to them feeling positive and safe.• stereotypes, for example, those based on gender, culture, ethnicity, sexuality, or religion, can cause damage, and negatively impact relationships.• feelings and emotions associated with (sexual or romantic) attraction and love can be very intense, vary in nature over time, and at times be confusing and distracting, which can impact the wellbeing of self and/or others.• in any relationship, they should prioritise their own needs and advocate for what makes themselves feel safe and secure. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• seek help or advice about relationships they are worried about, which may include reporting concerns about others.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• there are risks of being online and any material provided to another person has the potential to be shared outside of their control. Social media platforms are an example of where these risks could exist.• harassment and bullying (which could be of a sexual or non-sexual nature) are harmful behaviours and it is important to seek support from trusted adults if experiencing them. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• define consent, pressure, coercion, and rights as these apply in public and personal contexts.• discuss in a range of scenarios whether consent was asked for, given, or refused.• determine whether the information they get from others, either in-person or online, is trustworthy and reputable. For example, consider aspects such as honesty, kindness, clear boundaries, and respect for privacy.• take appropriate action if seeing content online which is disrespectful, harmful, or inappropriate• seek help or advice, including reporting concerns, if needed. These concerns could be in response to situations involving their own or others' relationships and unlawful behaviour online.• there are people who they can report their concerns to who will maintain confidentiality (e.g. doctors, police, counsellors).• use strategies to navigate relationships as they develop.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• people have views that are influenced by culture, religious beliefs, and family values. These may inform or influence their views and perspectives on bodies and bodily functions.• menstruation is a part of pubertal change and the onset and experience of menstruation will be different for everyone. The menstrual cycle involves physical, mental, social, and emotional changes for them and/or their peers, with specific roles played by each part of the female reproductive system (ovaries, fallopian tubes, uterus, cervix, and vagina).• conception occurs when sperm fertilises an egg, which is how human reproduction begins. Females have ovaries, a uterus, and a vagina to make eggs and grow a baby. Males have testicles and a penis to make and deliver sperm.• during pubertal change, the male reproductive system (testes, sperm ducts, urethra, and penis) develops and performs specific functions and responses such as erections and wet dreams (nocturnal emissions). <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• communicate respectfully about bodies and bodily functions.• consider privacy, boundaries and mutual respect when discussing bodies and bodily functions.• apply strategies for managing puberty changes, including accessing appropriate hygiene products and resources.• describe and apply strategies to manage both the physical and emotional aspects of the hormonal changes that happen during puberty, which are different for males and females.
Year 8	12-13	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• at some point in their lives, they may or may not be sexually attracted to another person.• mutual attraction and consent can lead to healthy romantic relationships• some people are sexually attracted to people of the opposite sex (heterosexual or straight), the same sex (homosexual, although preferred terms usually include lesbian or gay), or both sexes (bisexual). Some people may not experience sexual attraction towards another person (asexual).• empathy is a key factor in developing healthy relationships.• in any relationship, they should prioritise their own needs and advocate for what makes themselves feel safe and secure. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• determine whether their peers, adults or other sources of information are trustworthy both online and in-person.• respond when facing positive and negative stereotypes.• seek help or advice about relationships they are worried about, which may include reporting concerns about others.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• there are risks of being online and any material provided to another person has the potential to be shared outside of their control. Social media platforms are an example of where these risks could exist.• harmful sexual behaviours (including for example sexual harassment, taking or sharing intimate sexual images without consent, and unsolicited sexual attention) have consequences.• New Zealand law sets a legal age of consent for sexual conduct. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• judge when a relationship, either online or in-person, is unsafe (and to recognise this in others' relationships).• seek help or advice, including reporting concerns, if needed. These concerns could be in response to situations involving their own or others' relationships and unlawful behaviour online.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• during pubertal change, the male reproductive system (testes, sperm ducts, urethra, and penis) develops and performs specific functions and responses such as erections and wet dreams (nocturnal emissions).• variations in menstrual experiences can be common. However, unusually heavy or painful periods may indicate a need for medical attention.• male and female bodies have reproductive systems that work together during fertilisation. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• describe and apply strategies to manage both the physical and emotional aspects of the hormonal changes that happen during puberty, which are different for males and females.• identify bodily functions during puberty, while recognising when symptoms might require further attention and support.

Year of school	Age of student	Relationships	Safety and Consent	Pubertal Change and Sexual Health
Year 9	13-14	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• there are many factors and behaviours that contribute to positive relationships with people at school, at home, online and in the community.• their emotions and feelings are changing which may result in new and different relationships. For example, friendships, intimate relationships, and more complex family relationships.• peers can influence them positively and negatively in a range of situations.• alcohol and drugs can impact a person’s ability to make decisions in relationships, including giving informed consent. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• identify and demonstrate strategies for resolving conflicts, pressure, and misunderstandings in a range of different relationships, including advocating for themselves.• identify signs of an untrustworthy or unsafe relationship and know the actions to take if they find themselves in one. These relationships may occur both online and in person.• identify signs of possible problems in a range of relationships. This could include discussing the importance of seeking help with problems that are too big to solve alone.• begin a romantic relationship if they wish to, in a safe and trustworthy way for themselves and the other person.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• everyone has the right to privacy and autonomy over their own body.• gender stereotypes can exist in society. For example, males may be expected to dress in a masculine way, or females may be expected to look after children at home. Culture, religion, and family values can often influence these.• there are characteristics for all kinds of positive and healthy relationships, online and offline, including romantic relationships. For example, they should know the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, privacy, the management of conflict, reconciliation, and ending relationships.• there are laws relating to sexual violence, including rape and sexual assault.• conversations about consent are central to healthy relationships.• they can access support and advice and when they do, they have rights. For example, doctors must keep what they say confidential. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• make respectful, reasoned, and consensual choices.• recognise, respect, and communicate boundaries in a range of relationship contexts (including online and social media).• identify the barriers and social pressures in relation to consent and communication.• respond appropriately when consent is not given.• identify when behaviour becomes unlawful and the impacts and outcomes of this on the victims and perpetrators.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• the menstrual cycle has different phases (including menstruation, the follicular phase, ovulation, and the luteal phase), with pregnancy most likely to occur during ovulation, if sperm are present.• there are a range of sexually transmissible infections (STIs), and these infections can spread between people and across different areas of their body.• there are many types of contraception that can prevent unplanned pregnancies. These include barrier methods such as condoms or diaphragms, hormonal methods like contraceptive pills, injections, or implanted devices like IUDs.• preventing STIs is an important part of maintaining personal health and a healthy relationship when people are in any form of sexual relationship.• people have views that are influenced by culture, religious beliefs, and family values. These views may inform the personal choices they make about relationships and sexual behaviour. This can include discussions about choosing not to have sex.• the personal choices people make about relationships and sexual behaviour can affect their overall physical, emotional, and mental health and wellbeing.• they can get confidential advice and help with sexual health, including where and when to get testing and treatment. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• communicate personal boundaries in relationships, including what feels comfortable in early romantic situations (sometimes referred to as ‘going out with’), both in person and online.• make informed choices about sexual health, including understanding the different options for preventing pregnancy and STIs (including abstinence) and which might work best in different situations.• access products to ensure safer sex practices and reduce health risks, including when and where to get help when needed.
Year 10	14-15	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• values, opinions, and attitudes differ across groups and there are a variety of ways to interact with and care for others in a range of situations. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• identify signs of possible problems in a range of relationships. This could include discussing the importance of seeking help with problems that are too big to solve alone.• begin a romantic relationship if they wish to, in a safe and trustworthy way for themselves and the other person.• analyse enablers and barriers to effective verbal, non-verbal and digital communication, including situations where they may need to seek help.	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• sexual harassment and abuse can include taking or sharing intimate sexual images without consent, and unsolicited sexual attention in both in-person and online contexts (such as social media) with people they do or do not know.• consent informs decisions about sexual activity in a healthy relationship.• they can access support and advice and when they do, they have rights. For example, doctors must keep what they say confidential. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• assess the relative severity of a range of situations and decide whether seeking help or peer referral is warranted.• identify what constitutes harmful behaviour and why, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it (including online).	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none">• menstruation poverty and menstruation stigma impact the wellbeing of people who menstruate in a range of communities.• chromosomes, hormonal levels, and anatomy all determine whether people are considered biologically male or female. Sometimes, people have a mixture and the term for this is intersex.• everyone experiences hormonal fluctuations, such as those controlling the menstrual cycle and erectile function and dysfunction. These will have ongoing impacts to overall health, including increased likelihood of pregnancy and lower emotional resilience. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none">• access products to ensure safer sex practices and reduce health risks, including when and where to get help when needed.• get confidential advice and help with sexual health, including where and when to get testing and treatment.

Year 11	15-16	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • families can overcome challenges when they support one another with mutual respect. • there are certain characteristics of a healthy and unhealthy relationship, intimate or otherwise. These relationships might be in person or online. • there are many ways to express love for another person and mutually consenting sexual behaviour is only one of these. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • identify and demonstrate strategies to avoid unhealthy relationships, including in intimate relationships. • identify the characteristics of healthy and unhealthy relationships, in person and online. • support friends if they are stressed, showing empathy and understanding. • practice use of respectful and assertive modes of communication to express their needs, feelings, or opinions. 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • male and female bodies are sometimes treated differently in society and they and their peers may interpret this in a variety of ways, and this could affect consensual behaviour. • there are different ways to acknowledge someone else's consent or lack of consent. • a range of factors, such as alcohol, can impair a person's ability to give consent or to understand whether consent has been given. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • demonstrate ways to communicate giving and refusing consent, including what to do in situations where consent is acknowledged or given and is not acknowledged or given. • analyse factors that can affect the ability to acknowledge or give consent. For example, alcohol, other substances, poverty, power imbalances (e.g., employee/boss). 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • fertility is not guaranteed for every person and there are various causes for infertility, as well as options to address it. • perspectives differ throughout society and across different societies regarding sex, gender, and reproduction. These are influenced by values and beliefs, for example cultural, religious, and a wide range of media influences. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • sustain a conversation that deepens their individual and collective understanding of safe sexual behaviour. • describe strategies for safe participation in sexual behaviour, if choosing to do so. This includes appropriate contraception to prevent unwanted pregnancies and appropriate protection against STIs. • access accurate information and support for themselves or their peers if faced with an unintended pregnancy.
Year 12/ Year 13	16-18	<p><i>Note: RSE for Year 12 and 13</i></p> <p>• For Years 12 and 13, the RSE content is combined to accommodate the significant variability in student pathways. In these years, students can pursue different subjects and qualification choices, which may have their own RSE-related requirements (e.g. the NCEA subject Health), or they may have left school and entered training or employment. This variability means access to both the content and associated pastoral support will differ. For this reason, the aim is to deliver key RSE teaching prior to Year 12 and RSE at these senior levels builds upon previously established knowledge and skills, applying them to more complex scenarios appropriate for students transitioning to adulthood.</p>		
		<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • RSE at this level will be building on the knowledge and skills up until this year in a variety of increasingly complex scenarios. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • identify and evaluate strategies to prevent and resolve interpersonal problems and conflicts. • practice use of respectful and assertive modes of communication to express their needs, feelings, or opinions. 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • consensual behaviour is part of a healthy relationship and contributes to maintaining personal safety and self-advocacy. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • recognise consent or lack of consent in different, nuanced situations. • analyse factors that can affect the ability to acknowledge or give consent. For example, alcohol, other substances, poverty, power imbalances (e.g., employee/boss). 	<p>Informed by prior learning, teach students to know that:</p> <ul style="list-style-type: none"> • reproductive health conditions, such as endometriosis, polycystic ovary syndrome (PCOS), menopause and other hormonal conditions change and need to be considered throughout life. • perspectives differ throughout society regarding sex, gender, and reproduction. These are influenced by values and beliefs, for example cultural and religious, and a wide range of media influences. <hr/> <p>Informed by prior learning, teach students to know how to:</p> <ul style="list-style-type: none"> • evaluate the most common methods of contraception and protection that may be used if participating in sexual behaviour, including withdrawal, the morning-after pill, implants, intrauterine devices (IUDs), 'the pill', and condoms.

When teachers are asked questions that may be difficult to answer, they may wish to delay their answers in order to seek advice and support as needed from other health education teachers or experts.