

Plan sexuality and gender education years 1-8

A suggestion for implementing the strategy

'Develop an inclusive classroom and curriculum' from the Guide: [LGBTIQA+ students](#)

Includes:

Use the Sexuality Education Guide

Capture student voice

Match learning to children's development

Create spaces of belonging

Tips for developing programmes

Useful resources

Inclusive Education

From

Guide: [Supporting LGBTIQ+ students](#)

Strategy: [Develop an inclusive classroom and curriculum](#)

Suggestion: [Plan sexuality and gender education years 1-8](#)

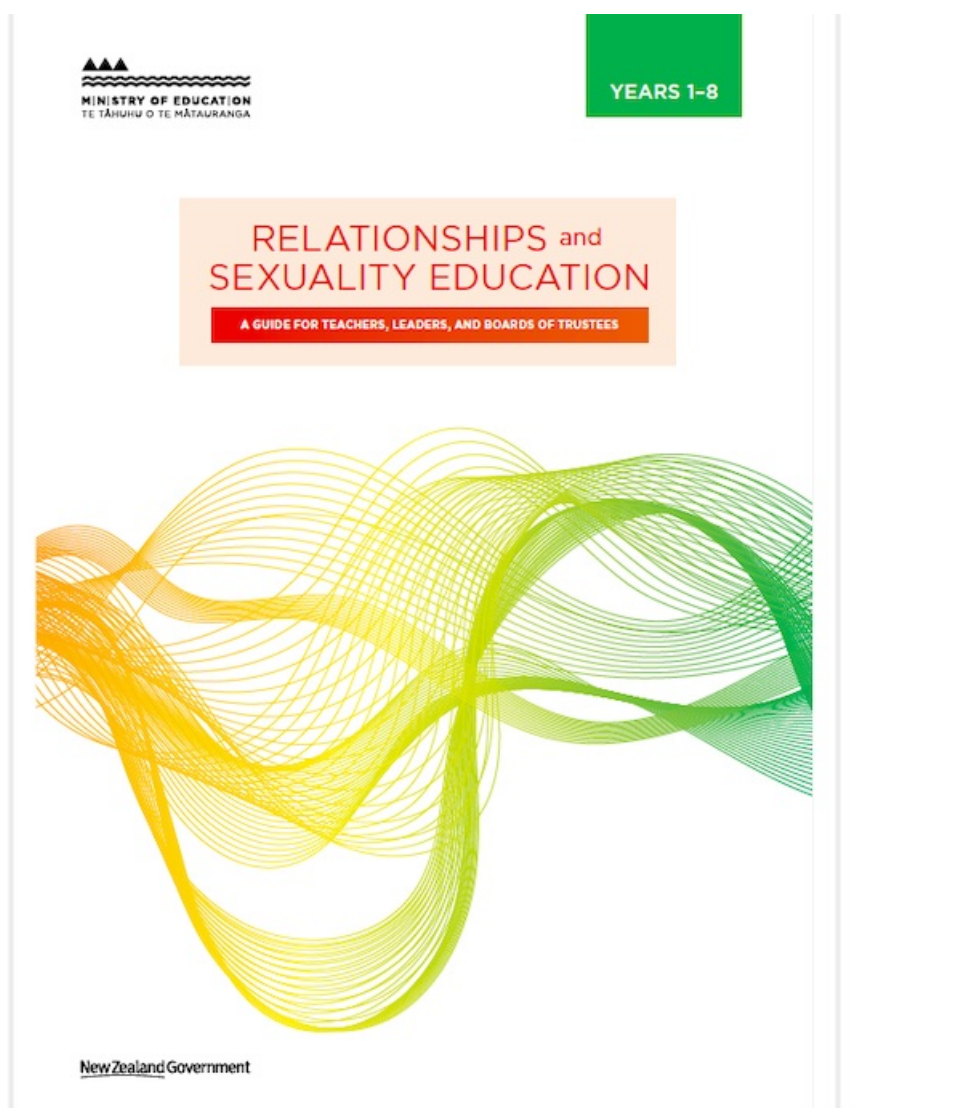
Date

04 December 2023

Link

inclusive.tki.org.nz/guides/supporting-lgbtiqa-students/plan-sexuality-and-gender-education-years-1-8

Use the Sexuality Education Guide



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://hpe.tki.org.nz/guidelines-and-policies/relationships-and-sexuality-education/>

[View full image \(336 KB\)](#)

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Capture student voice

Students from intermediate schools speak about their experiences.



Video hosted on Youtube <http://youtu.be/9taCFPX-HiM>

Closed Captions

Source:

[InsideOUT: resources for schools](#)

<https://www.insideout.org.nz/resources/>

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Match learning to children's development

Develop classroom programmes that respect the diverse values and beliefs of students and of the community.

In years 1 to 3

- Children are interested in pregnancy and birth. Some may be aware of the connection between “making babies” and sexual pleasure.
- Some children will become aware that not everyone is heterosexual.
- Children have a growing awareness of sanctioned gender roles, such as “girls don’t like motorbikes” or “boys don’t cry”.

Focus areas for this age group include:

- friendships, belonging and the different types of relationships
- changes in growth and identifying body parts
- questioning and discussing gender stereotypes and norms
- Understanding personal identities and how they can differ
- identifying stereotypes
- contributing to and following inclusive guidelines
- sharing and expressing feelings.

In years 4 to 8

- All children need to know about pubertal change before it happens
- Sometimes children feel anxious about puberty
- Children may go into and out of gender segregation, applying harsh gender stereotypical rules and censure to each other’s behaviour
- Some children will have an interest in expressing their sexuality in dress
- Children may begin to show an interest in ‘who loves who’

Focus areas for this age group include:

- pubertal change as well how to support ourselves and others through that change
- developing a positive body image
- how pubertal change can impact on wellbeing, and how it relates to social norms around gender and sexuality
- how social messages and stereotypes about relationships, sexuality, and gender affect your wellbeing, and the wellbeing of others
- planning strategies for positive relationships
- messages related to gender, sexuality, and diversity.

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Create spaces of belonging

Rainbow tamariki and whānau at primary and intermediate schools in Aotearoa talk about their idea of a dream school



Video hosted on Youtube <http://youtu.be/q77dwSYVkgU>

Closed Captions

Source:

[InsideOUT](#)

<https://www.youtube.com/channel/UCPPtBaAC9xM8jJd4V6IfmNg>

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Tips for developing programmes

Successful programmes are:

- ✓ well planned, informed by theory and evidence, and up-to-date
- ✓ integrated into the curriculum, with clear achievement objectives identified
- ✓ aimed at influencing specific risk factors/protective factors/core competencies
- ✓ focused on developing personal and social skills
- ✓ developmentally, personally, and culturally appropriate
- ✓ designed to include critical thinking and reflection
- ✓ not focused solely on dangers, risks, and prevention but explore the meanings associated with sex and sexuality for individuals and society
- ✓ assessed according to learning (not behaviour)
- ✓ connected with the social worlds of children and young people
- ✓ informed by the needs and perspectives of students
- ✓ linked with families and communities
- ✓ considerate of environmental influences and contemporary issues and practices
- ✓ designed using active and interactive teaching methods, including inquiry-based learning
- ✓ planned and delivered by teachers who have the requisite knowledge and the appropriate skills, values, and qualities
- ✓ resourced appropriately, including in relation to teachers' professional development needs
- ✓ supported by documented guidelines and school-wide practices.

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Useful resources



Inside Out for Year 7–8 students

This episode is one of a set of video-based teaching resources that aim to decrease homophobic and transphobic bullying in New Zealand. It includes a brief summary of episodes 1–5, with an emphasis on gender diversity and a reduced focus on sexual diversity.

Publisher: RainbowYOUTH

[Visit website](#)



Relationships and Sexuality Education Guide: Years 1–8

Read time: 10 min

These resources for teachers and students are designed to support schools to develop and implement their sexuality education programmes.

[Visit website](#)



Primary/Intermediate teaching resources

These resources are designed for use in sexuality education with students in years 1–8. The resources provides NZ curriculum aligned learning activities, supplementary teaching materials, extension and alternate year activities.

Publisher: New Zealand Family Planning

[Visit website](#)

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