

# Good Talks Programmes and the New Zealand Curriculum



*“Sexuality education is a lifelong process. It provides students with the knowledge, understanding and skills to develop positive attitudes towards sexuality, to take care of their sexual health, and to enhance their interpersonal relationships, now and in the future.”*

- Ministry of Education, Health and Physical Education in the New Zealand Curriculum

The media constantly exposes our children to images of sexuality, and technology allows our children easy access to limitless information. Never before has it been more important for children to be provided with quality sexuality education. 'Sexuality education' is an inclusive term that covers biology, reproduction, intimacy, whole-body development, sexual identity, decision-making, body image and relationships.

All Good Talks programmes have been sensitively developed so that they respect the diverse values, beliefs and experiences of students and of their wider communities. The development of Good Talks programmes have been informed by key academics, organisations and educators in the field of sexuality health and education. Good Talks' programmes are tailored to individual schools' needs, with an emphasis on ensuring the material is age-appropriate.

Since the implementation of the Education Standards Act, 2001, it has been mandatory for all state and state-integrated schools to include age appropriate sexuality education for students in years 1 – 10. Sexuality education is a key area of learning in Health and Physical Education in the New Zealand Curriculum. Through quality and engaging sexuality education programmes, Good Talks encourages participants to develop the following concepts:

## **Well-being/hauora**

Understanding how puberty and sexuality affects physical, emotional and social wellbeing and how to manage these changes constructively in order to improve their sense of self-worth

## **Health promotion**

Developing personal skills that empower them to take action to improve their own well-being as they go through body and lifestyle changes towards adulthood.

## **Socio- ecological perspective**

Identifying and reflecting on factors that influence people's choices and behaviours and recognising the need for mutual care and shared responsibility between themselves and other people

## **Attitudes and values**

Developing a positive and responsible attitude that includes valuing themselves and other people, being willing to reflect on their beliefs, acknowledging diverse viewpoints and caring for others

## At an upper-primary school level, Good Talks programmes cover the following skills and concepts:

In order to **know about and understand the physical, mental and emotional, social, and spiritual growth and development that will occur and the new needs that will arise during puberty**, students will:

	Level	Strand	AO
• identify and describe body changes associated with puberty;	3	A	1
• describe their changing needs and feelings during puberty and acknowledge that others have similar experiences;	3/4	A	1
• identify and develop strategies to help them manage the changes that will affect them during puberty;	4	C	1
• identify changes that occur within people's relationships during puberty, compare ways in which people may interact at this time, and identify positive ways of interacting;	4	C	1

In order to **examine the factors influencing their choices during puberty**, students will:

	Level	Strand	AO
• identify ways in which peer pressure may influence them during puberty and demonstrate skills in asserting themselves appropriately;	3	C	3
• identify ways in which the practices and attitudes of people going through puberty are influenced by their families and by religious and cultural beliefs;	3	D	1
• investigate and describe ways in which the media influences young people during puberty.	3/4	D	1

In order to **develop a positive attitude towards the changes they experience during puberty**, students will:

	Level	Strand	AO
• identify and describe ways in which body changes associated with puberty differ for individuals;	3	A	4
• describe how identifying positive aspects of their own development can enhance their sense of self-worth while they are experiencing puberty;	3	A	4
• describe how the actions of other people can influence young people's sense of self-worth during puberty	3/4	A	4
• identify instances of discrimination that affect young people during puberty and describe ways to support their own rights and those of others.	3	C	2

If you would like to make a booking or have any further questions please do not hesitate to contact Rachel Hansen.

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