NZC: Health and PE / Relationships and Sexuality Education

Year Overview:

Term 1	Term 2	Term 3	Term 4
Keeping myself and others safe *Taha tinana / taha hinengaro*	**Gender, identity and hauora** *Taha hinengaro*	**Growing and changing** *Taha tinana*	**Looking after my body** *Taha tinana* *Life Ed (healthy living)
Digital Citizenship (to cover over the year) *Digital security *Digital rights and responsibilities *Digital etiquette *Digital communication			
Keeping myself safe Road safety Pedal Ready Road Patrol Emergency drills	**Keeping myself safe** Emergency drills Water safety (swimming)	**Keeping myself safe** Emergency drills	**Other** Beach Safety Emergency drills

*Relationships will be covered through our inquiry.
*Digital health will be covered through whānau hauora - linked to Journey of Growth and Development.
*Digital literacy will be covered through communication arts.

Term 2

New Zealand Curriculum
Personal Health and Physical Development: Personal Identity
Level 1
- Describe themselves in relation to a range of contexts.

Level 2
- Identify personal qualities that contribute to a sense of self-worth.

Level 3
- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Level 4
- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

Relationships and Sexuality Education
Ko tōku Ao - Me and the World
Level 1
- Understand the relationship between gender, identity and wellbeing.

Level 2
- Understand that personal identities differ (e.g. in terms of gender, ethnicity, language, religion, and whakapapa).
- Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society.

Level 3
- Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (e.g, at public events, during physical activity and sports, within whānau, in community organisations and online).
- Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.

Years 1-2	Years 3-4	Years 5-6 [(2023 plan T2)](#)
Sessions 1 & 2: **Needs and wants** • Describe the difference between needs and wants. • Identify my needs using Maslow's Hierarchy of Needs.	Session 1: **Password power-up** • Define the term "password" and describe its purpose. • Understand why a strong password is important. • Create a memorable and strong	Session 1: **Private and personal information** • Identify the reasons why people share information about themselves online • Explain the difference between private and personal information.

Session 3: **Tell me what I do well**
- Describe my own and other's personal strengths and interests.

Session 4: **How am I the same? How am I different?**
- Describe how I am similar and different from others.

Session 5: **My whānau**
- Describe myself and my place in my whānau.
- Explore diverse family structures and the different roles people play.

Sessions 6, 7 & 8: **Gender roles**
- Describe myself in relation to my gender.
- Explore diverse gender roles.

password.

Session 2: **That's private**
- Recognise the kind of information that is private.
- Understand that I should never give out private information online.

Session 3 & 4: **Digital trails**
- Learn that the information I share online leaves a digital footprint or "trail".
- Explore what information is okay to be shared online.

Sessions 5 & 6: **This is me**
- Consider how posting selfies or other images will lead others to make assumptions about me.
- Reflect on the most important parts of my unique identities.
- Identify ways I can post online to best reflect who I am.

Session 7 & 8: **Gender diversity**
- Explore gender identity, gender stereotypes and diverse gender roles.

- Explain why it is risky to share private information online

Sessions 2: **Our online tracks**
- Define the term "digital footprint" and identify the online activities that contribute to it.
- Identify ways that I am - and am not - in control of my digital footprint.
- Understand what responsibilities I have for the digital footprints of myself and others.

Sessions 3: **This is me**
- Consider how posting selfies or other images will lead others to make assumptions about me.
- Reflect on the most important parts of my unique identities.
- Identify ways I can post online to best reflect who I am.

Sessions 4 & 5: **Recognising media influences on identity**
- Explore messages communicated in the media and how this can influence our identity and self-worth and our understanding of gender roles.

Session 6 & 7: **Beyond Gender Stereotypes**
- Define "gender stereotypes" and describe how they can be present online.
- Describe how gender stereotypes can lead to unfairness or bias.
- Articulate how gender stereotypes impact how I am.

Sessions 8: **Thinking about gender**
- Reflect on gender stereotypes and their impact on relationships, roles and behaviours.
- Challenge society's assumptions about gender.