

Suggested learning intentions

Relationships, gender, and sexuality can be addressed in physical education by:

- developing effective communications skills in games and physical activities
- exploring gender stereotypes in physical activity and sport
- developing knowledge about how people's participation in sport relates to gender, culture, and community contexts
- engaging in critical inquiry into issues around gender and national sporting teams (for example, the levels of funding provided for the Black Ferns compared to the All Blacks)
- discussing gender issues related to uniforms for sport and physical education
- discussing issues related to gender binaries
- exploring how growth and development affect participation in physical activities.

RSE across the curriculum

Suggested learning intentions

While RSE concepts and content will be specifically taught in health education and supported in physical education, there are many opportunities for RSE across the New Zealand Curriculum. For example:

In **English**, ākonga can:

- critically explore how the diversity of families, schools, and communities is represented in texts
- explore and critique the representation of gender roles and relationships in texts
- co-construct ground rules for engaging in critical discussions about text content
- create oral, visual, or written texts about the roles and relationships within their whānau or family
- engage in dialogue and debate in the context of provocative online posts linked to relationships, gender, and sexuality
- explore their whakapapa and present it as an oral text

- identify stereotypes in visual images, for example, advertisements, movies, or other media, and examine the effects of those stereotypes on young people
- identify positive and negative gender bias in media stories
- critically explore and contrast the identities (social, cultural, and historical) of different characters in a range of texts, focusing on bias, fact, and opinion
- create short stories or poetry linked to their own world view, in partnership with whānau
- study sets of texts that showcase different perspectives on gender roles, identify these roles, and then critique these perspectives, arguing for and against them
- write an argument from the perspective of a polarising character in history (someone with a different world view) in order to convince a loved one to agree with what that character believed (and then work with a partner to identify fact, bias, and opinion in one another's arguments).

In **science**, ākonga can:

- consider how biological sex has been constructed and measured over time and what this means in relation to people who have variations in sex characteristics
- consider variations in puberty, including the role of hormone blockers
- explore the role of genetics in constructing debates about gender and sexuality
- challenge gender stereotypes about careers in science
- identify famous male and female scientists and their contributions
- explore what "male" and "female" mean in relation to various living things, for example, plants, sea creatures, and fungi.

In **technology**, ākonga can:

- challenge gender stereotypes in relation to design and materials
- explore symbols linked to the gay and transgender rights movements
- identify how gender expectations are embedded in technology, for example, in
 - the design and style of power tools and other tools
 - the range of colours, textures, and designs available for clothing
- explore the way toys, apps, and online games and activities are designed for a gendered audience
- engage in a gender-neutral design challenge.

In **social sciences**, ākonga can:

- identify different types of families and gender roles within them – who is included and what roles do family members play?
- interview family members and friends about how they have experienced gender roles and expectations in their lives
- explore whakapapa and a range of other ideas about family and family histories
- explore the women's liberation movement (for example, women gaining the right to vote in 1893 in Aotearoa New Zealand) and the development and persistence of gender stereotypes (for example, by researching the #MeToo movement)
- consider famous “rainbow” figures from history
- explore geographical spaces in the school and community in terms of how they relate to gender (for example, are spaces designed according to gender? Who plays on which areas of the playground and why?).

In **the arts**, ākonga can:

- consider plays and role plays that critically investigate gender stereotypes
- explore issues around relationships, consent, and gender stereotypes through visual art, dance, and drama

- explore the representation of gender in visual art
- identify ways that colour and language are related to gender
- create a piece of work that expresses ideas of safety, respect, and danger
- consider plays with roles that do not conform to gender stereotypes
- explore dances and dance styles where there are specific roles for gender and also those where there is no gender differentiation
- challenge gender stereotypes about who can dance.

In **languages**, ākonga can:

- discuss the use of gendered or non-gendered pronouns across different languages
- identify words and ideas about relationships and gender that are or are not present in different languages, and consider what that might mean
- investigate the different words and their meanings used by indigenous peoples in their languages to depict different kinds of relationships or sexual orientations in accordance with their world views.

In **mathematics and statistics**, ākonga can:

- explore ways of collecting information and interpreting the data in meaningful ways. They could collate and record information, use appropriate charts and graphs, analyse data, and draw conclusions, for example, in relation to class or school demographic information.

A note on teaching about sexual violence

Programmes for the prevention of sexual violence are an essential part of health education. Health education should include clear teaching about:

- sexual violence and how to prevent it
- where to seek help and support
- how to support others if they disclose.

Ākonga need to develop:

- knowledge of issues around coercion, consent, and safety in intimate relationships
- effective and assertive communication skills
- awareness of ethics and of their own personal values
- respect for the feelings and decisions of others.

However, RSE should not be framed by notions of risk and violence, because this can lead to programmes that are driven by fear and blame. Teachers may decide to separate teaching about violence, safety, and abuse from their RSE programme and, instead, address these issues as part of learning about mental health, keeping safe, or alcohol and other drugs. Issues relating to violence should not dominate learning in RSE.

RSE in physical education

While most RSE content will be taught in health education classes, physical education classes have a role to play in establishing a supportive environment and keeping messages consistent with the school's approach. International research suggests that physical education classes are often not inclusive of diverse ākonga and can reinforce rather than question gender and sexuality stereotypes (Denison and Kitchen, 2015; Landi, 2019; McGlashan, 2013; Sykes, 2011; Wright, 2004). For example, grouping ākonga according to gender can exclude those who do not conform to gender norms and can reinforce negative gender stereotypes.

However, physical education classes can present opportunities for exploring and challenging gender stereotypes and for working towards inclusion. Programmes with a strong focus on values, critical thinking, power sharing, and student voice can support learning about gender and sexuality issues and be empowering for ākonga. Achievement objectives in physical education provide opportunities for ākonga to discuss and question stereotypes and gender norms.

Suggested learning intentions

Relationships, gender, and sexuality can be addressed in physical education by:

- critical inquiry into homophobia and transphobia in physical activity and sporting contexts
- developing effective communication skills in the context of games and physical activities
- exploring and challenging gender stereotypes and binaries in physical activity and sport
- critiquing ways in which nationalism and gender are reflected in media representations of sport
- developing knowledge of how taking part in sports relates to gender, culture, and community contexts
- discussing and challenging gender issues related to sport and physical education uniforms
- exploring how young people's growth and development affect their participation in physical activities
- exploring different cultural and religious approaches to taking part in physical activity (eg, in relation to menstruation, clothing, or swimming).

RSE across the curriculum**Suggested learning intentions**

While RSE concepts and content will be specifically taught in health education and supported in physical education, there are many opportunities for RSE across the New Zealand Curriculum. For example:

In **English**, ākonga can:

- explore how sexuality and relationships are represented in and across texts and how the representation has (or has not) changed over time
- analyse how family relationships are represented in different genres and/or text types
- explore how texts represent and convey relationships, including intimate relationships, aspects of consent, safety, communication, identity, gender representation, and ideas of love
- use critical literacy skills to interrogate gender stereotypes
- identify positive and negative gender bias in texts

- create texts (oral, written, or visual) to convey ideas about gender and sexuality
- draw informed conclusions about the audience and intended purpose of texts, and consider the influence of both in the ways ideas about gender have been represented
- use information literacy skills to draw conclusions about a self-selected topic related to intimate relationships.

In **science**, ākonga can:

- consider how biological sex has been constructed and measured over time and what this means in relation to people who have variations in sex characteristics
- consider variations in people's experience of puberty
- explore the role of genetics in constructing debates about gender and sexuality
- challenge gender stereotypes about careers in science
- identify famous male and female scientists who identify as male or female or have diverse gender and sexual identities, and describe their contributions
- consider how to distinguish between scientific and non-scientific ideas about gender (eg, the notion that brain size affects intelligence or predisposition in different racial, gender, or age-based groups) and go on to discuss how scientific thinking can be used to argue for or against such ideas
- explore what "male", "female", and "hermaphrodite" mean in relation to plants and animals.

In **technology**, ākonga can:

- challenge gender stereotypes in relation to design and materials
- explore symbols linked to the gay and transgender rights movements
- interrogate the design and sustainability of menstrual products, such as tampons and pads
- interrogate the design and sustainability of contraceptives
- identify some gender expectations that are embedded in technology
- explore the design and marketing of power tools and other tools
- identify and discuss the range of colours, textures, and designs of clothes

- explore the way goods, toys, apps, and online games and activities are designed for a gendered audience
- take part in a class challenge focusing on gender-neutral design
- explore the impact of technology on relationships.

In **social sciences**, ākonga can:

- explore gender and politics in Aotearoa New Zealand history, for example, women's suffrage, different feminist waves, the #MeToo movement
- consider the impacts of digital technologies on social movements and sharing of information in the context of shifting societal norms of gender and sexuality
- explore the history of rainbow movements and gay rights in Aotearoa New Zealand, for example, law changes over time to address issues from the death penalty to marriage equality
- consider famous "rainbow" figures from history
- explore the different roles of men and women in the history of Aotearoa New Zealand and other parts of the world, describing how these roles have affected relationships and how social expectations influence communication styles
- interview family members and friends about how they have experienced gender roles and expectations in their lives
- research their own whakapapa and find narratives about different ancestors, then identify ways in which some women's narratives differ from men's narratives and describe the societal forces that shaped those narratives
- examine the expectations people have for their leaders, and describe the way the media reports on different leadership styles in relation to gender and/or sexual orientation.

In **the arts**, ākonga can:

- consider plays and role plays that critically investigate stereotypes relating to gender and sexual orientation
- consider plays with roles that do not conform to stereotypes relating to gender or sexual orientation
- create artistic work that explores relationships
- explore issues around relationships, consent, and gender stereotypes
- explore the representation of gender and/or sexual orientation in visual art
- explore dances and dance styles where there are specific roles for gender and also those where there is no gender differentiation
- challenge stereotypes relating to gender and sexual orientation about who can dance
- identify ways that colour and language are related to gender and sexual orientation
- create a piece of work that expresses ideas of safety, respect, danger, and healthy relationships
- identify gender and sexual orientation stereotyping in popular music.

In **languages**, ākonga can:

- discuss the use of gendered or non-gendered pronouns across different languages
- consider how the terminology of gender and sexuality has changed over time in English, Māori, and other languages

- analyse the use of language in earlier and current media and/or public discussions of sex and gender, highlighting changes and developments in language use
- investigate the different words (and their meanings) used by indigenous peoples in their languages to depict different kinds of relationships or sexual orientations in accordance with their world views.

In **mathematics and statistics**, ākonga can:

- evaluate statistically-based reports
- explore how data can change and shape our views
- explore ways of collecting information and interpreting the data in meaningful ways. They could collate and record information, use appropriate charts and graphs, analyse data, and draw conclusions, for example, in relation to:
 - the representation of gender in maths problems
 - stereotyping in popular toys, apps, or online games
 - gender and relationships in TV advertising
 - population data explored in terms of gender and sexuality bias
 - famous mathematicians and their contributions (eg, referring to the movie *Hidden Figures*).

