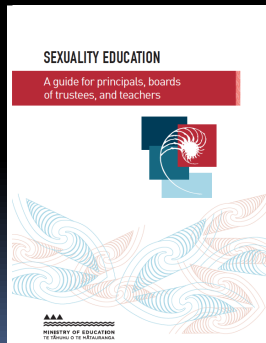


Sexuality education guidance for school systems and teachers: Experiences and insights from Aotearoa



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“Policy is the battle ground where matters
of equality are fought. Policy can
institutionalize prejudice or it can protect
us against it.” Lana Wachowshi

“policy creates context”
“context also precedes policy”
(Ball, Maguire, & Braun, 2012, p. 19).

The 'othering' of indigenous peoples continues today in State-determined policy for Māori sexual and reproductive health where Māori are reduced to representations that emphasise risk, need, and management by the State. The representation of Indigenous peoples as objects for the colonisers' actions rather than subjects of their own is nothing out of the ordinary; in fact, this is a key component of the imagined world created by the coloniser. (Green, 2011, p. 4)

SEXUALITY EDUCATION

A guide for principals, boards of trustees, and teachers

- Overview of document
- 3 key policy 'moments'
 - Comprehensive sexuality ed.
 - Māori and Pacific models
 - Challenging Heteronormativity




The New Zealand Curriculum
 For English-medium teaching and learning in years 1-13

- Mathematics
- Science
- English
- The Arts
- Languages
- Technology
- Health and Physical Education



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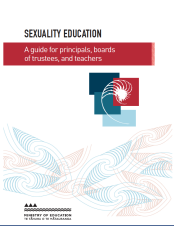


- Mathematics
- Science
- English
- The Arts
- Languages
- Technology
- Health and Physical Education

Physical Education	Health Education
Sport studies	Mental health
Food and nutrition	Food & nutrition
Body care and physical safety	Body care & physical safety
Outdoor education	Sexuality education

- School-wide wellbeing
- Health and safety
- Inclusion
- National education goals
- Community consultation
- BOT /governance

Youth health, environments, activism....



Research

- Schools circumscribe, limit and govern genders and sexualities

(Youdell, 2005; Allen, 2007; Gard & Pluim, 2014)

- Allocate marginal time to learning about sexuality

(Fitzpatrick & Tinning, 2014)

- Ongoing debates: CSE, abstinence, abstinence-plus, rights based....etc

(Fine & McClelland, 2006; Rasmussen, 2012; Berglas et al, 2014; Rohrbach et al., 2015; Kirby, 2008).

- Sexuality and sexuality education as risk(y) and danger(ous)

(Allen, 2007b; Fine, 2003; Fine & McClelland, 2006, Janssen, 2009)

- **Heteronormativity** (Quinlivan, 2006; Morris-Roberts; Atkinson & Depalma; Allen, 2005).

- **Pleasure** (Fine, 1988; Allen, Rasmussen & Quinlivan, 2014)

- **Colonial histories: banishment of indigenous and non-western knowledges** (Smith, 2012; Aspin & Hutchings, 2007; Kamitsuka, 2010, Penehira et al, 2011)

SEXUALITY EDUCATION

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 MINISTRY OF EDUCATION
 TE TĀHUMU O TE MĀTAURANGA

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Defining sexuality education

What sexuality education is

Sexuali
up. It e
identity
educati

All young people need access to information and opportunities to think about, question, and discuss issues related to relationships, gender, sexual identities, sexual orientation, sexual behaviour, sexual and reproductive health, and societal messages. (Ministry of Education, 2015, p. 4)

In sexu
them to
studen
gender and sexuality.

g
ender

help
ality
views

3. Sexuality education in *The New Zealand Curriculum*

- knowledge, understandings, and skills relating to sexual health and development: physical, emotional, mental, social and spiritual
- knowledge, understandings, and skills to enhance their sexual and reproductive health, for example, knowledge about the process of conception, contraception, and the skills to make decisions that maintain and enhance their sexual health and experiences
- understandings and skills to enhance relationships, for example in relation to friendships, intimate relationships, love, families, and parenting
- critical thinking, reflection, and social-action skills related to issues of equity, gender, body image, sexualisation, risk, and safety.
- personal and interpersonal skills and related attitudes, including:
 - personal rights and responsibilities, including consent
 - the skills needed to examine people's attitudes, values, beliefs, rights, and responsibilities
 - attitudes of respect for themselves and other people
 - attitudes of care and concern for themselves and other people
 - ethical values
 - effective communication skills, problem-solving, and decision-making skills.

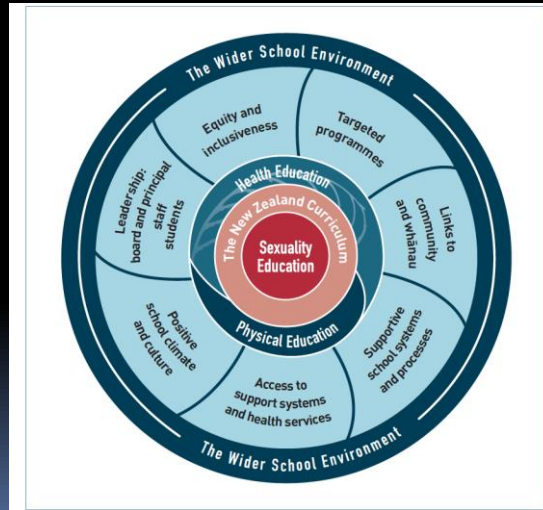
3. Sexuality education in *The New Zealand Curriculum*

Junior secondary
(years 9–10)

At these levels, students will learn about intimate relationships and explore positive sexual health. They will learn to manage their own sexual health and how to access health care. Long-term and short-term effects of sexual decisions will be examined. Programmes will include content covering conception, contraception, sexually transmissible infections, and other aspects of sexual decision-making. Programmes will affirm sexual diversity and gender identity. Students will learn about the physical and emotional effects of sexual identity, sexual attraction, and sexual maturation. Students will critique dominant cultural messages about sexual behaviour (including those in mass and online media) and identify skills for positive and supportive intimate relationships. Human rights, consent, and the importance of choice and agency in relationships will be discussed. Online and social media environments will be explored and students will plan strategies for positive and supportive engagement. Strategies for seeking help and support will be planned.

The Education Review Office has identified that schools with effective programmes spend at least 12–15 hours per year on sexuality education (ERO, 2007b).

4. Sexuality education in the wider school



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- 4 key policy 'moments'
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 - Heteronormativity

~~CSE~~ versus Abstinence

What sexuality education is

Sexuality education in New Zealand takes a positive view of sexual development as a natural part of growing up. It encompasses learning about physical development, including sexual and reproductive knowledge, gender identity, relationships, friendships, whānau and social issues. It sits within the broader area of relationship education, which also includes social and emotional learning (SEL), and violence prevention education.

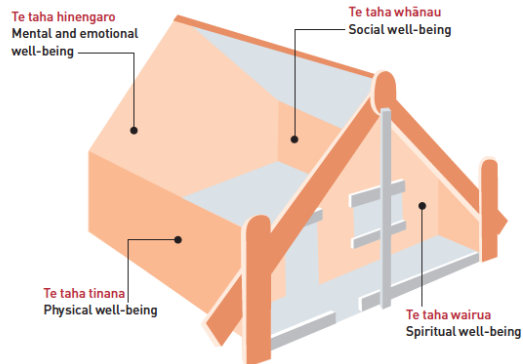
In sexuality education young people learn about themselves and develop knowledge and skills that will help them to interact in positive, respectful, and supportive ways with others. Through learning about sexuality students also come to understand about the social and cultural influences that shape the way society views gender and sexuality.

Matauranga Māori: Hauora

Hauora and sexuality

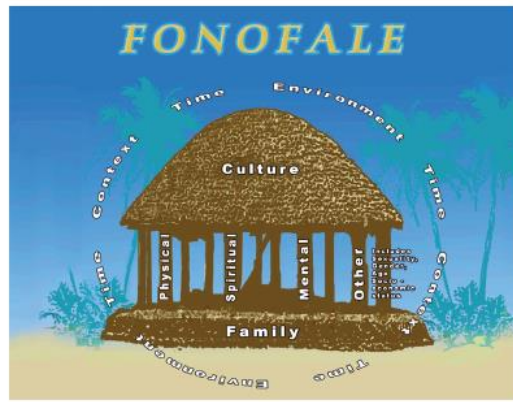
The health and physical education learning area incorporates Mason Durie's (1994) Te Whare Tapa Whā concept of hauora. This concept reflects a Māori view of well-being:

Each of these four dimensions of hauora influences and supports the others.



Mason Durie (1994) Te Whare Tapa Whā concept of hauora

Pacific knowledges: Fonofale



The Fonofale model incorporates the metaphor of a Samoan house where the foundation, floor posts, and roof are encapsulated in a circle to promote the philosophy of holism and continuity. This model is a dynamic model because all aspects depicted have an interactive relationship with each other.

Fuimaono Karl Pulotu-Endemann

Heteronormativity

Equity and sexual and gender diversity

Sexuality education in New Zealand schools supports and acknowledges diversity among students. Schools

“question gender stereotypes, and assumptions about sexuality...[and] take opportunities to acknowledge the sexual diversity of New Zealand communities and recognize the rights of those who identify as lesbian, gay, bisexual, transgender, intersex, and other sexual and gender identities.” (Ministry of Education, 2015, p. 11).

Heteronormativity

Being inclusive and valuing diversity

School uniforms can reinforce gender norms, so schools may consider offering gender-neutral clothing choices when uniforms come up for review. Schools may also consider reviewing options around toilet facilities to ensure students have choices of safe spaces. Toilets can be unsafe environments for students who do not conform to gender norms.

School uniforms

Events to which partners are invited, like school balls, can be an opportunity to strengthen the wider school's contribution to valuing diversity if same-sex as well as other-sex partners can attend. Additionally, schools may wish to adopt a harm-minimisation approach prior to such events by providing students with information about how they can keep themselves safe before, during, and after the event.

Events

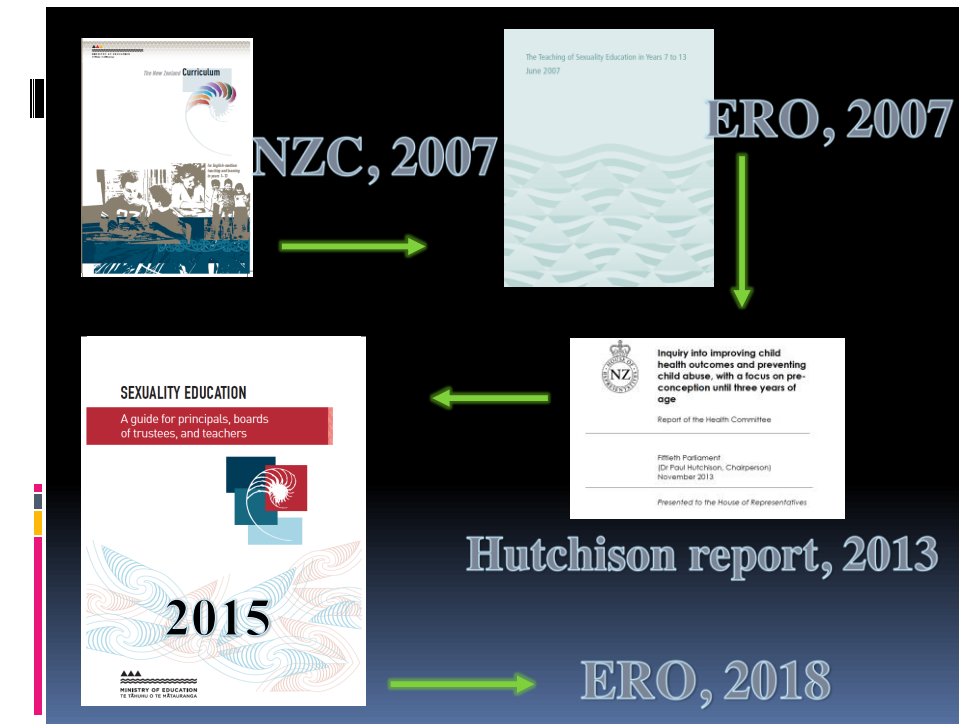
Heteronormativity

Sports

Sports procedures and policies should be inclusive and ensure that all students can participate regardless of sexual orientation or gender identity. Where coaches are involved in school sport, they need to understand the school policies around the safety and support of all students (for example, ensuring homophobic, sexist and other discriminatory language is not tolerated in sporting practices and engagements) and up-skilled if necessary. All school extra-curricular activities should be inclusive of all students and encourage diverse participation.

Schools that have on-site marae can use the facilities to support teaching sexuality education, using Māori origin narratives, whakapapa, waiata, karakia, te kawa me te tikanga o te marae, and so on. Kapa haka is an excellent medium for teaching sexuality and relationship education. Waka ama is another excellent medium for teaching sexuality and relationships, in particular traditional narratives about the importance of collectivity as compared to individualism, the roles of men and women, and the importance of relationships between people and the environment.

Marae, waiata, karakia...



What is missing?

- No support for implementation/translation to practice
- No focus on mātauranga Māori
- No focus on Pacific knowledges
- No teacher PLD
- No pressure on schools to timetable health education
- Not well aligned to youth health services
- Other agencies stepping into the gap

What is needed?

- Prioritise health education in schools (timetable, teacher PLD, resources)
- Ministry and government leadership

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