

2025 Updated: Navigating the Journey Weekly Outlines

Week	Y7	Y8	Y9	Y10
1	<p>Establishing a positive learning environment: Students will understand that they are in a learning journey to learn about themselves, their relationships with others, their changing bodies and staying safe.</p> <p>Establishing group guidelines that will enable a safe learning environment within which to navigate the journey.</p>	<p>Establishing a positive learning environment: Students will understand that they are in a learning journey to learn about themselves, their relationships with others, their changing bodies and staying safe.</p> <p>Establishing group guidelines that will enable a safe learning environment within which to navigate the journey.</p>	<p>Establishing a positive learning environment: Students will understand that they are in a learning journey to learn about themselves, their relationships with others, their changing bodies and staying safe.</p> <p>Establishing group guidelines that will enable a safe learning environment within which to navigate the journey.</p> <p>Being a teenager: Identify the positive aspects of being a teenager and ways to overcome the challenges. Review understanding of the term 'stereotype' in reference to being a teenager. Identify strategies</p>	<p>Establishing a positive learning environment: Students will understand that they are in a learning journey to learn about themselves, their relationships with others, their sexual health, and staying safe.</p> <p>Establishing group guidelines that will enable a safe learning environment within which to navigate the journey.</p> <p>Whanaungatanga: Identify that a healthy relationship has the qualities of a healthy friendship. Explore strategies to support positive relationships and interact with others respectfully. Identify people in their whānau and</p>

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			to challenge stereotypes.	available support services if they are experiencing an unhealthy relationship.

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2	<p>Students will explore how their rights and responsibilities increase as they get older.</p> <p>Understanding gender and stereotypes. Be able to identify gender stereotypes and their impacts in peoples' sense of identity. Discuss strategies to challenge these.</p>	<p>Explore different kinds of relationships and identify the qualities they value in them.</p> <p>Identify and appreciate how their friends and whānau support them through challenging situations.</p>	<p>Gender stereotypes and the media: Identify gender stereotypes in the media and how they can influence beliefs and attitudes about gender, body image and relationships. Discuss the impact of media messages about gender on people's sense of identity. Identify and discuss strategies to challenge gender stereotypes.</p> <p>Understand that we live in a diverse society. Examine cultural attitudes towards gender and sexual diversity. Be able to use appropriate terms when referring to gender and sexual diversity.</p>	<p>Students will understand that we live in a diverse society. Examine cultural attitudes towards gender and sexual diversity. Be able to use appropriate terms when referring to gender and sexual diversity. Develop strategies to support themselves and people who identify as gender and/or sexually diverse.</p> <p>Gender and the media: Identify gender stereotypes in the media and how they can influence beliefs and attitudes about gender, identity, body image and relationships. Analyse and deconstruct media images. Identify and discuss strategies to challenge gender stereotypes.</p>

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3	<p>Students will explore different kinds of relationships and identify the qualities they value in them. Identify and appreciate how their friends and whānau support them through challenging situations.</p> <p>Explore the concept of intimacy and behaviours that may feel right at different levels of intimacy. Explore concepts about consent and identify what giving and receiving consent looks like. Sexual orientation: Students will affirm diversity in relationships and discuss discrimination against people who are same sex attracted, and identify ways to challenge discrimination.</p>	<p>Explore the concept of intimacy and the behaviours that might feel right at different levels of intimacy.</p> <p>Explore concepts of consent and identify what giving and receiving consent looks like.</p> <p>Understanding gender and stereotypes. Be able to identify gender stereotypes and their impacts in people's sense of identity. Discuss strategies to challenge gender stereotypes that they can use.</p>	<p>Critiquing music videos aimed at teens: Identify stereotypes in music clips and how they can influence beliefs and attitudes about body image and relationships. Identify and discuss strategies to challenge these stereotypes.</p>	<p>Sexual relationships. Understand that not everyone is having sex. Identify a range of intimate and pleasurable activities that do not involve sexual intercourse. Understand that sexual activity does not need to result in sexual intercourse. Explore and describe diverse attitudes and values about sex.</p>

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4	<p>Assertiveness and decision making. Being able to communicate feelings and emotions honestly and respectfully is an essential ingredient of a healthy relationship.</p>	<p>Students will affirm diversity in relationships, discuss discrimination against people who are same sex attracted, and identify ways to challenge discrimination.</p>	<p>Healthy Relationships: Identify the qualities in a healthy relationship and individual rights and responsibilities in a relationship. Explore strategies to support healthy relationships and identify positive and negative behaviours in relationships and what is and isn't acceptable.</p> <p>Different ways of communicating: recognise how non-verbal communication is important and may differ between groups. Discuss the pitfalls of social media in communicating with others. Recognise passive, aggressive and assertive behaviours and ways of communicating. Practise negotiation skills within a relationship. Asking out, turning down and breaking up. Develop respectful communication strategies when asking someone out. Explore respectful ways to turn someone down. Identify</p>	<p>Relationship challenges: Identify unhealthy aspects in relationships and develop strategies to respond to pressure and challenges. Recognise their gut instincts and feelings can support their decision making in a relationship and in identifying what to do next. Identify behaviours that are ok and not ok when breaking up. Identify strategies to support themselves during and after a break up and those that can provide support.</p>

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			behaviours that are ok and not ok when breaking up.	

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5	<p>Pubertal changes and body image. Students will review and identify the changes that take place during puberty and recognise that most of them happen to everybody.</p> <p>Explore concepts of body image and how to foster positive body image.</p>	Students will develop and demonstrate assertiveness and decision making skills.	<p>Sexual relationships. Understand that not everyone is having sex. Explore terms related to having sex. Explore and describe diverse attitudes and values about sex. Explain reasons for people choosing to have or not to have sexual relationships.</p>	<p>Consent: Explore concepts about consent and identify what giving and receiving consent looks like Identify people and organisations they can go to if they or someone they know experiences a sexual assault. Explore contexts of sexual pressure and discrimination Discuss concepts of consent and the impact alcohol can have on them.</p>

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6	<p>Students will explore the human reproductive system, its functions, and be comfortable using the correct terminology. Students will identify and describe the sequence leading to conception.</p> <p>Menstruation; what is what.</p>	<p>Students will review the changes that take place during puberty and recognise that most of them happen to everybody.</p> <p>Explore how people experience pubertal change and identify and discuss practical ways of managing changes and feelings</p>	<p>Consent: Explore concepts about consent and identify what giving and receiving consent looks like. Identify their supporters if they or someone they know experiences a sexual assault.</p> <p>Healthy relationships: identify the qualities of a healthy relationship. Identify positive and negative behaviours in relationships and what is and isn't acceptable.</p> <p>Identify and describe the sequence leading to conception and menstruation.</p> <p>Demonstrate knowledge about menstruation, ways to manage it effectively and support each other.</p>	<p>Students will review what they know about STIs, identify how they are transmitted and understand that they don't all have symptoms. Students will explore strategies to prevent STIs. Develop a stronger sense of responsibility for their own sexual health.</p>
7	<p>Conception; the function of our reproductive systems in terms of pregnancy and the basics around safer sex.</p>	<p>Students will explore the human reproductive system, its functions, and be comfortable using the correct terminology. Students will identify and describe the</p>	<p>Students will explore effective condom use. Identify the effectiveness of condoms in preventing pregnancy and the transmission of STIs.</p>	<p>Contraception: Increase their knowledge of contraceptives available and how they work. Identify and explore factors that affect safer sex practice. Identify</p>

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		<p>sequence leading to conception.</p> <p>Menstruation</p>	Develop a stronger sense of responsibility for their own sexual health and that of others through exploring condom use.	where they can access sexual health care.

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8	<p>Keeping ourselves safe. Online predators and cyberbullying. Students will develop a process for using their feelings to decide whether a relationship or situation is safe and what to do next.</p>	<p>Students will start to explore contraception and its use in preventing pregnancy and sexually transmitted infections.</p>	<p>Students will develop knowledge about a range of contraceptive methods to prevent pregnancy and STIs. Identify how STIs are transmitted and that they don't all have symptoms. Explore strategies to reduce the risk of contracting and transmitting STIs.</p>	<p>Decisions inquiry: Students will identify aspects that are important in creating a positive and pleasurable sexual experience. Explore how alcohol can impact on sexual experiences. Discuss strategies for managing drinking alcohol. Understand that it is illegal to have sex with someone who is intoxicated from alcohol or drug use.</p>
9	<p>Staying safe; students will identify and engage with organisations and people they can go to to help support them. Scenario and community based.</p>	<p>Listening to our feelings and online safety. Students will develop a process for using their feelings to decide whether a relationship or situation is safe and what to do next.</p>	<p>Students will think critically about nudes, sexting and porn and identify strategies to keep themselves and others safe. Understand that sexual relationships and body images as shown in pornography are fictional.</p>	<p>Understand that sexual relationships and body images as shown in pornography are fictional. Develop digital citizenship and digital literacy skills in the context of pornography.</p>

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10	Assessment/ Recap	Assessment/ Recap	Assessment/ Recap	Assessment/ Recap