



Executive Summary: Emergent Evaluation of Relationships & Sexuality

Date

22.11.2022

School

Year 1-13

This report needs to reassure the BOT that effective education is happening in your area of the school.

Introduction

The purpose of this evaluation is to better understand the depth and breadth of curriculum coverage of the MOE Relationships and Sexuality Education (RSE) guidelines considering KingsWay's special character. Also considered as part of this emergent evaluation is staff capability of intentionally delivering learning experiences focussing on relationships and sexuality education.

Methodology

This review was conducted during throughout 2022 and involved:

- Conducting semi-structured interviews with focus groups of school teaching staff.
- Conducting semi-structured interviews with a focus group of school syndicate leadership.
- Literature review of material supporting the delivery of RSE from both a secular and Christian perspective.
- Analysis of current programmes of learning in relation to expectations set in the MOE RSE guidelines.

Summary of findings:

Coverage of MOE RSE Guidelines

1. The Health and Physical Education Achievement Objective that is covered with most depth and breadth is 'Ko Aku Hoa - Friendships and Relationships with Others'. Emphasis tends to be related to interpersonal relationships (e.g. friendships, familial, and societal) as opposed to intimate sexual relationships.
2. The Health and Physical Education Achievement Objectives covered with least depth and breadth are 'Ko Au - All About Me' and 'Ko Tōku Ao - Me and The World'. Specifically, coverage of pubertal change, contraception, gender identity and associated social action is limited or not addressed at all.
3. Generally, when content related to intimate sexual relationships is covered, it is a curriculum level (or in some cases two levels) behind that which is stipulated in the guidelines.
4. Legacy plans and expectations about teaching RSE content pervade much of the programme of learning.

Literature Review of Supporting Materials

1. Unsurprisingly, secular material supporting the implementation of the RSE guidelines promotes a non-biblical perspective.
2. Of greater concern is the publication of material that attempts to position itself within a biblical perspective. This material, if read without discernment, could lead to a misrepresentation of the biblical perspective of relationships and sexuality.
3. Most literature positioned within a conservative, biblical perspective provides useful apologetic material but is not necessarily a useful classroom resource.
4. There are limited sources of trustworthy material that the school accesses in support of the teaching of RSE.

Staff Capability

1. A limited number of staff are confident and feel capable to teach material related to RSE.
2. Most staff lack confidence and experience to teach RSE content, especially that which is of a more contentious nature. Some staff and leaders are hesitant to engage with provocative topics (e.g. gender identity or abortion) because they fear being vilified.
3. There are differing opinions among staff about the appropriateness of teaching RSE content to students at respective year/curriculum levels. For example, some staff see parents as first educators while others believe that school has a responsibility to equip young people with the tools necessary to navigate the world.
4. Staff positively respond to PD that helps prepare them for either conversations or teaching of RSE at school.



Conclusion:

Recommendations

1. *Consult with a select group of parents from different areas of the school to refresh our understanding of how we can work together to provide a RSE programme of learning that upholds parental authority while meeting our statutory obligations.*
2. *Develop a whole school framework based on parental consultation, statutory obligations and the school scope and sequence that maps out comprehensive coverage of RSE from a conservative, biblical worldview.*
3. *Compile a repository of trusted sources that support the delivery of a Christian RSE curriculum.*
4. *Continue to leverage relationships with trusted Christian partners to help the school deliver a Christian RSE curriculum.*
5. *The KingsWay Trust provide overarching special character parameters that frame a conservative, evangelical, biblical perspective of RSE.*

Completed by: Colette Budler (Associate Principal) and Chris Martin (Associate Principal)

Date of report: 22 November 2022