

Level 1

Learning in this strand focuses on students and their relationships with other people. Students examine effective relationships in classrooms, schools, whānau, and the wider community during play, recreation, sport, work, and cultural events. They consider how they influence the well-being of other people and how the attitudes, values, actions, and needs of other people influence them.

Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand C   Relationships with Other People   Level 1	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will explore and share ideas about relationships with other people, for example, with friends, classmates, people from different cultures, younger and older children, grandparents, whānau, and students with specific needs and when discussing the comfortable and uncomfortable feelings they experience when interacting with other people.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will demonstrate sharing and co-operative skills in groups, for example, during physical activities, on outings, at home, in the classroom, and in the playground.</b></p> <p>3. Interpersonal Skills <b>Students will express their own ideas, needs, and feelings effectively and listen to those of other people, for example, by learning to speak confidently, respond positively, use "I" statements, use movement to express ideas, and describe situations where they feel safe and unsafe.</b></p>	1	This helps preventing bullying because.....
	2	This helps preventing bullying because.....
	3	This helps preventing bullying because.....

Level 2

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Strand C   Relationships with Other People   Level 2	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will demonstrate ways of maintaining and enhancing relationships between individuals and within groups, for example, through co-operative activities and games, through sharing food, within families, classrooms, clubs, and cultural groups, and by analysing how their actions influence other people and how other people’s action influence them.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will describe how individuals and groups share characteristics and are also unique, for example, when they talk about whānau, people of different ages or cultures, and people’s abilities, appearance, or gender and when they discuss common games.</b></p> <p>3. Interpersonal Skills <b>Students will express their ideas, needs, and feelings confidently and listen sensitively to other people and affirm them, for example, during unsafe situations, when giving and receiving compliments, by expressing angry feelings appropriately, through peer mediation, and by using basic assertiveness skills.</b></p>	1	This helps preventing bullying because.....
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Level 3

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Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand C   Relationships with Other People   Level 3	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will identify and compare ways of establishing relationships and managing changing relationships, for example, when making friends, supporting others during illness, playing games, taking on new roles in the family, changing schools, and joining or leaving groups.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, for example, in relation to bullying, gender stereotyping, students with specific needs, messages about body image, cultural differences, fair play, and inclusiveness during work, play, and games.</b></p> <p>3. Interpersonal Skills <b>Students will identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these, for example, in relation to pressure from peers, a student’s own feelings or physical limits, other people’s attitudes and behaviours, whānau, the media, fellow team members, a cultural group, a gender group, or a group of people with specific needs.</b></p>	1	This helps preventing bullying because.....
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Level 4

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Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand C   Relationships with Other People   Level 4	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses, for example, when discussing pubertal change, a period of illness, friendship, caring for siblings, leadership roles, changing family structures, sporting interests, or cultural expectations.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, for example, in cases of harassment, gender stereotyping, violence in sport, non-inclusiveness, a lack of fair play, or discrimination on the basis of chronic illness, mental illness, or cultural difference.</b></p> <p>3. Interpersonal Skills <b>Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people, for example, through assertiveness, negotiation, mediation, conflict resolution, constructive anger management, making positive decisions, and finding support for other people.</b></p>	1	This helps preventing bullying because.....
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Level 5

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Strand C   Relationships with Other People   Level 5	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will identify issues associated with relationships and describe options to achieve positive outcomes, for example, in relation to making and losing friends, sexual attractions, conflict, power, and trust, their own perceptions and actions and those of other people, the separation of family members, rights and responsibilities, choices about smoking, food choices, teamwork, and competition.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people, for example, through considering bullying, harassment, racism, sexism, homophobia, and rape and in relation to physical activity and sports choices.</b></p> <p>3. Interpersonal Skills <b>Students will demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings, for example, when solving problems, negotiating, and showing assertiveness in physical activity, sports, and outdoor education activities, and in promoting sexual health, supporting other people, and making decisions about drug use or nutrition</b></p>	1	This helps preventing bullying because.....
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Level 6

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Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand C   Relationships with Other People   Level 6	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will demonstrate an understanding of how individuals and groups affect relationships by influencing people’s behaviour, beliefs, decisions, and sense of self-worth, for example, through power imbalances, peer pressure, popular culture, whānau, religious groups, advertising, leadership, fellowship, and teamwork.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will plan and evaluate strategies recognising their own and other people’s rights and responsibilities to avoid or minimise risks in social situations, for example, situations involving drinking and driving, rape, outdoor pursuits, harassment, the use of drugs, discrimination, sports activities, and sexual activity.</b></p> <p>3. Interpersonal Skills <b>Students will plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately, for example, when responding to other people’s physical and emotional needs, working with students with specific needs, implementing team strategies, or planning an outdoor activity.</b></p>	1	This helps preventing bullying because.....
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Level 7

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Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand C   Relationships with Other People   Level 7	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will analyse the nature and benefits of meaningful interpersonal relationships, such as close friendship, partnership, whanaungatanga, and team membership.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways that these shape people’s choices at individual, group, and societal levels, for example, in relation to people’s choices about social interactions, relationships, careers, sports, fitness, recreations, clubs, interests, hobbies, foods, and clothing.</b></p> <p>3. Interpersonal Skills <b>Students will evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships, for example, in relation to physical challenge, separation, loss, grief, the break-up of a relationship, the taking of a leadership role, and dealing with disappointment</b></p>	1	This helps preventing bullying because.....
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Level 8

Learning in this strand focuses on students and their relationships with other people. Students examine effective relationships in classrooms, schools, whānau, and the wider community during play, recreation, sport, work, and cultural events. They consider how they influence the well-being of other people and how the attitudes, values, actions, and needs of other people influence them.

Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand C   Relationships with Other People   Level 8	Examples in the classroom and how these help prevent bullying	
<p>1. Relationships <b>Students will critically analyse the dynamics of effective relationships in a range of social contexts, for example, when considering leadership within the school, relationships based on sport and recreational activities, personal and whānau relationships, and relationships within iwi and in the workplace.</b></p> <p>2. Identity, Sensitivity, and Respect <b>Students will critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships, for example, when considering cheating in sport, media images, racial conflict, politics and sport, poverty and unemployment, unresolved grief, child-rearing practices, and violence in sport, gangs, and families.</b></p> <p>3. Interpersonal Skills <b>Students will analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations, for example, attitudes such as tolerance, respect for diversity, care and concern for other people, and a sense of social justice and skills such as consultation skills, communication skills, the skills to take specific roles within schools or to work with the elderly or the young, and the skills to contribute positively in sports settings and cultural settings.</b></p>	1	This helps preventing bullying because.....
	2	This helps preventing bullying because.....
	3	This helps preventing bullying because...