

Confident Kiwis© & the New Zealand Curriculum (2007)

Curriculum Alignment for Years 1 - 4

About Confident Kiwis©

Confident Kiwis© is a foundational body safety and autonomy programme developed to support tamariki in Years 1–4 to build confidence, assertiveness, and an understanding of their own rights and responsibilities around body boundaries and wellbeing. Confident Kiwis© contributes directly to the vision of the NZ Curriculum to foster confident, connected, actively involved, and lifelong learners. It builds key competencies and values through practical, age-appropriate learning experiences.

The programme is trauma-informed, culturally inclusive, and developmentally appropriate, ensuring tamariki are engaged in a safe, empowering learning space. Each session is delivered in a supportive, interactive format that fosters curiosity, discussion, and confidence.

Developmental Approach

The programme is tailored to suit the developmental stage of each year group, with clear differentiation between sessions for Year 1, Year 2, and Year 3/4 students. While the core themes—body autonomy, safe and unsafe touch, consent, and seeking help—remain consistent, the content is scaffolded to ensure age-appropriate delivery. With Year 1 students, we focus on foundational concepts using simple language, visuals, and repetition to support understanding. As students move into Year 2 and especially into Years 3 and 4, the programme introduces more detail and nuance. Older students are able to explore complex ideas such as, early warning signs and the difference between surprises & secrets. They are also more capable of engaging in reflective discussion, critical thinking, and scenario-based learning, which allows for a deeper understanding of personal safety and respectful relationships.

Implementation

The programme runs over 30 – 45 minutes and is facilitated in a way that is engaging, interactive, and age-appropriate. Each session includes:

- An illustrated PowerPoint
- Role play and scenario-based activity
- Interactive class discussion and guided questions
- Use of a friendly animal puppet to support storytelling and engagement
- Student take-away worksheets
- Parent & Teacher access to resources / follow on activities and book recommendations

Programme Overview

<ul style="list-style-type: none">• Body autonomy: 'Your body belongs to you!'• Private body parts and their accurate names: mouth, chest, bottom, penis, testicles, vagina & vulva• Safe and unsafe touch• Body boundaries, personal space and an age-appropriate foundation to understanding consent• Assertiveness in relation to touch and their body• The safety network: 5 adults they trust	<p>Additional information for Yr 2, 3 & 4 students</p> <ul style="list-style-type: none">• Recognising early warning signs in the body regarding safe/ unsafe touch
	<p>Additional information for Yr 3/4 students</p> <ul style="list-style-type: none">• The difference between a healthy surprise and an unhealthy secret

Whānau and Staff Information Evening

To support the programme, we offer a highly recommended and well received Whānau and Staff Information Evening prior to classroom delivery. This session provides a clear overview of the programme content, learning outcomes, and the importance of body safety education from an early age. We explore why these conversations matter, how they empower tamariki to understand their rights, and how learning about body autonomy, consent, and safety builds a strong foundation for wellbeing and respectful relationships throughout life.

During the session, we cover:

- What tamariki will be learning at each year level
- How we approach sensitive topics in an age-appropriate way
- Why this learning is ongoing—not a one-time conversation
- How families can support this kōrero at home with confidence
- Tips and language for everyday chats about consent, boundaries, and safety

Families can explore more information and book suggestions on our website. Teachers are provided with a comprehensive post-programme pack including follow-up activities, reflection prompts, book lists, and ideas for weaving key messages into everyday learning—ensuring the kaupapa continues beyond our visit.

Curriculum Alignment – Level 1

Personal health and physical development

- Personal growth and development

The Confident Kiwis© programme helps tamariki describe and understand their own feelings, needs, and wants. Through guided conversations and interactive activities, they learn language to express themselves and ask questions related to their bodies, emotions, and personal safety—laying a strong foundation for emotional literacy and self-awareness.

- Safety management

Children are taught what safe and unsafe situations can look like, including identifying early warning signs in their bodies. They also learn simple safety strategies (like saying “no,” moving away, and telling a trusted adult), and are supported to name their personal network of safe people who can help them.

Relationships with other people

- Relationships

The programme explores different types of relationships (e.g., whānau, friends, teachers) and encourages tamariki to talk about what makes these relationships feel safe and respectful.

- Identity, sensitivity, and respect

Group activities and games encourage sharing, listening, and cooperation. Tamariki learn the importance of respecting others' personal space, ideas, and boundaries.

- Interpersonal skills

Confident Kiwis© supports tamariki to clearly express how they feel, what they need or want, and to listen actively when others share. Role-playing and storytelling give them opportunities to practise these skills in a fun and supportive environment.

Healthy communities and environments

- Community resources

The programme encourages students to identify hazards (e.g., unsafe touch and unsafe secrets) in familiar environments and adopt safety strategies. Students also learn about the role of adults and community resources (e.g., teachers, doctors, police) in keeping people safe.

- Rights, responsibilities, and laws / People and the environment

The programme reinforces classroom guidelines that create a physically and emotionally safe learning environment for all.

Curriculum Alignment – Level 2

Personal health and physical development

- Safety management

At this level, tamariki build on their understanding of risks, learning how to identify unsafe or uncomfortable situations and take action. Scenarios and discussions help them practise using safe strategies in different settings (e.g., at school, at home, in community spaces).

- Personal identity

The programme promotes self-esteem by affirming that every child is unique and has the right to feel safe. It encourages tamariki to recognise their strengths, affirm their boundaries, and value their own feelings and experiences.

Relationships with other people

- Relationships

Confident Kiwis© shows children how to build and maintain positive relationships, using respectful communication, empathy, and problem-solving strategies. It also addresses what to do when relationships don't feel safe or fair.

- Interpersonal skills

Tamariki learn and practise expressing themselves clearly and kindly, as well as listening with empathy. Group work, role-play, and class discussions support these interpersonal skills in action.

Healthy communities and environments

- Societal attitudes and values

The programme explores the idea that everyone has the right to be safe, respected, and included. Tamariki consider how actions like kindness, inclusion, and assertiveness contribute to a positive social environment.

- Community resources

Children learn about key people in their lives and communities who support wellbeing and safety. The programme might also include references to community initiatives or support services.

- Rights, responsibilities, and laws / People and the environment

Confident Kiwis© empowers students to follow shared guidelines (like consent and respect for personal space) that contribute to safe, inclusive environments. The programme encourages students to take action—such as speaking up or getting help—to support others as well as themselves.