

Kākano Ngā Nga

A whānau guide to talking
with your tamariki about sex
and sexuality.

IHIRANGI

Contents

Kupu Whakataki	Introduction	1
Te Hōkakatanga	Sexuality	2
Whānau	Family	3
Kura	School	4
Tō Tamaiti	Your Child	7
Te Ao Hurihuri	Our Changing Society	19
Ngā Pātai Uaua	Answering Questions	22
Kia Noho Haumaruru tō Tamaiti	Keeping your Tamaiti Safe	24
Mā wai hei Āwhina?	Who Can Help?	25

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INGŌ

KUPU

WHAKATAKI Introduction

E kore au e ngaro, he kākano i ruia mai i Rangiātea.
A seed sown in Rangiātea will never be lost.

This whakataukī expresses that we each have our own mana and tapu which is passed down to us through our whakapapa and is expressed in our connection to the environment and to others, throughout our lives.

Just like a seed, our children/ tamariki are unique and have their own inherent potential.

This booklet suggests ways to talk about healthy relationships and sexuality with your tamariki. We hope it provides an opportunity for you and your whānau to discuss what is important to you and what

you want your child/tamaiti to know about who they are and their relationships with others.

Sexual Wellbeing Aotearoa (formerly Family Planning) offers a course called **Open and Honest** for parents, caregivers and whānau wanting to build confidence in discussing sexual wellbeing and relationships with young people. The course provides the opportunity to discuss strategies and build confidence to ensure parents and caregivers are well-equipped to handle tricky questions and awkward situations. Visit our website for course information.

Kākano

A whānau guide to talking with your tamariki about sex and sexuality

TE HŌKAKATANGA

Sexuality

As **parents, caregivers,** and **whānau**, you are the first and most important relationships and sexuality educators of your children. The way you talk and the way you behave in your friendships and relationships are important. Your rangatahi will copy what you say and do. Attitudes and values are influenced by everyone in a young person's life. Since they were little, your child has been learning about values and attitudes and developing new skills by watching those around them, seeing how they treat each other and listening to how people talk to each other and express their feelings.

Sexuality is about so much more than just having sex. Sexuality is about who we are as human beings. It is our

physical and spiritual make up, our gender, our sexual orientation, our feelings, our attitudes to our own bodies and our relationships. It is about self-worth, communication, intimacy, sexual desire and expression, and ideas about how to behave.

There is a wide range of how people view and express their sexuality and this is no different for young people. Your young person might like people of the same gender, people of both genders, or not be attracted to anyone. Or, they may not feel that their body matches who they are inside. These two aspects of a person's sexuality are their sexual orientation and gender identity and it is okay if they are different from your views or others that you know.

WHĀNAU

Family

Everyone in the whānau has a role to play in growing our tamariki, influencing their attitudes and values.

We know that talking about relationships and sexuality can be uncomfortable.

But, if young people don't hear it from you, they will get their information from other places and you won't know the kind of messages or information they're getting. Silence from you can also be a message as it implies there is something wrong with bodies and sexuality.

With practice, talking about relationships and sexuality will get easier. When parents and caregivers talk openly and honestly about relationships and sexuality, and respect each other's viewpoints, they model good relationship skills. This helps tamariki and young people/rangatahi develop their own attitudes and values, and encourages them to ask questions.

Preparing your children for the future, does not need to mean letting go of respect for your own culture, traditions and values. You may have religious or cultural views about sexuality that you want to introduce to your young people or you may be bringing your child up within a particular faith. This doesn't lessen the need for your young person to get clear and honest information about sexuality and relationships. You can give them this in the context of your faith and culture.

KURA School

Relationships and sexuality education (RSE) is a compulsory part of The New Zealand Curriculum from Years 1 to Years 10. It sits within the Health and Physical Education part of the curriculum. Every two years, your school should consult with their parents and whānau about the programme they want to run in their kura. You might get invited to a meeting, be asked to do a survey or get emails or notices from the school. If you know what your child is learning at school, you can support it with what you're talking about at home and within your family. And if you find that there are gaps in different areas, such as in relationships and sexuality education, this will be your opportunity to highlight to your school the importance of RSE for healthy mental, physical and sexual wellness.

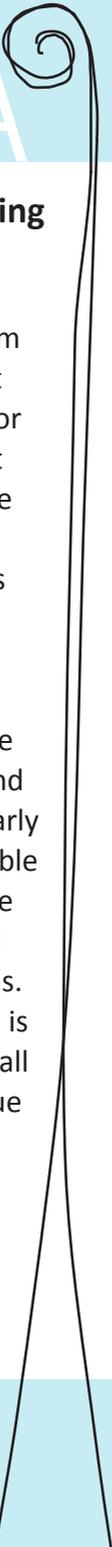
Frequently asked questions

You may want to discuss some of these FAQs with whānau or a close friend. You could practice asking and answering them with each other to help you better understand your own knowledge.

Where do I start?

You will have made a start on this by your language and by your actions before you even know you have. Look for opportunities to talk with your child – a new puppy or kitten can prompt conversations about pregnancy and birth, about being kind and gentle. You might notice other day-to-day behaviour that you can use to start a conversation. For instance, when a friend does not want to hold their hand or hug them, you can talk about consent and respecting when someone does not feel like being touched.

KURA



When do I start talking about 'it'?

Talking and answering questions about sex from an early age means that there may be no need for 'the big talk' scenario. It is important to 'seize the moment' and respond to your child's questions or actions regarding sexuality as they arise. The more naturally you can talk about things like names for body parts and relationships from an early age, the more comfortable your tamaiti will become with this part of life and with these conversations. Talk early and talk often is a useful reminder to us all to practice open dialogue with our young people.

What if they don't want to talk to me?

Rather than having a 'sit down' or face to face kōrero, you might find it easier to start up a conversation when you are doing something together, like washing the dishes or during a car trip. You can try leaving pamphlets or books around the house for them to read. Sometimes movies, video clips and TV programmes can prompt discussions – you could ask what they think about the story, how a particular character has been portrayed?

How do I talk to them about puberty and sex?

Keep it simple and positive. Check out what they already know by asking open-ended questions ("What do you think / feel / like / know...") rather than questions that get a "yes" or "no" response. Try to answer their questions as they are asked.

KURA

They seem to know it all already!

Television and other media may show them a lot of the mechanics, but that does not mean they understand the whole picture or have the skills to make positive choices for themselves. Elements of relationships and sexuality such as consent and intimacy are likely to be missing from most media – these are important in any relationship and are parts of the conversation that you can complete. Young people are especially good at making it seem like we are not needed – hang in there, what you have to offer is important.

What if I'm on my own?

The onset of puberty or issues to do with sexuality can seem particularly daunting if you are parenting alone. Don't be shy to ask a friend or whānau member for advice, or ask them to talk with your child. Find out as much information as you can about what is happening with your tamaiti and let them know that you are learning too. Think about other adults at kura or church perhaps who may be able to support you with this.

Who can help?

Talking to whānau members or close friends about the changes our tamariki are going through can be really helpful. See page 25 for some support services and useful resources.

NGĀ KĀKANO

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TŌ TAMAITI

Your Child

Our tamariki and rangatahi need to have information, confidence and skills to help them navigate friendships, relationships and the changes that happen to their bodies as they grow up.

Tamariki are naturally curious about their bodies and where they come from. When you are thinking how to approach talking about relationships and sexuality with your tamaiti, one of the most important things you can do is to make sure they know and respect themselves.

Praising their achievements, big and small, listening to their ideas and concerns, or perhaps sharing some of your own whānau stories with them, helps tamariki grow into confident, self-assured adults.

Knowing your child and building a strong sense of identity and self-worth is an important first step to growing a great adult.

All children grow and develop at different times - physically, mentally, emotionally and spiritually. The most important thing they need from you is your aroha and tautoko.

Under four years

One of the main ways that young people learn is through touch and exploration.

If you accept and understand this behaviour is natural, your child will know that learning about their body through exploration and touch is OK. If they are discouraged from touching their body, they may start to feel that there is something wrong with it.

What to expect:

- playing dress-up
- repeating words and naming body parts
- asking questions about what they see
- curiosity about what is under toys' clothes
- curiosity about others' genitals
- playing mummies and daddies
- self-touching, including genital area
- penile erections
- vaginal lubrication
- curiosity about gender differences
- prefer playing with certain toys.

What you can do:

- give them short, truthful, age-appropriate answers to questions
- allow them to enjoy playing harmless games like dress-ups or choosing their own toys
- become comfortable with, and use the correct anatomical terms for body parts, as well as family names for them
- talk about parts of the body that are private or special
- talk about things that are to be done in private, such as exploring their bodies
- talk about when touch is not OK and what to do if someone touches them in a way they don't like. (See page 11.)
- talk about respecting if other kids do not feel like holding their hand or hugging
- teach them to use words for feelings such as happy, sad, angry or excited.

Five to eight years

If you haven't discussed sex and reproduction previously, this is a great time to look for the moment that will start you talking about it. Bear in mind, children at this age may be able to recite basic facts about reproduction, but they still don't quite grasp the full story.

What to expect:

- begin to form close friendships
- showing a preference for certain toys and games
- asking questions
- toilet humour
- imitating sexual behaviour
- curiosity about pregnancy, babies and childbirth
- self-touching
- body development and growth
- interest in music and popular activities or clothing
- playing dress-ups and acting out music videos or TV characters
- menstruation can begin as early as 8 years.

What you can do:

- give your child lots of praise and look for what they are good at
- share your thoughts about love and relationships
- keep explanations short and simple still, but build on what they already know
- use their questions as a guide to what they would like to know. Children may change the subject if they are happy with the answer
- ask your child questions and find out what they already know
- start to talk about puberty and body changes
- understand that imitating sexual behaviour does not mean that young children are having sexual feelings.

Important issues to address with under 8-year-olds

Public and private behaviour

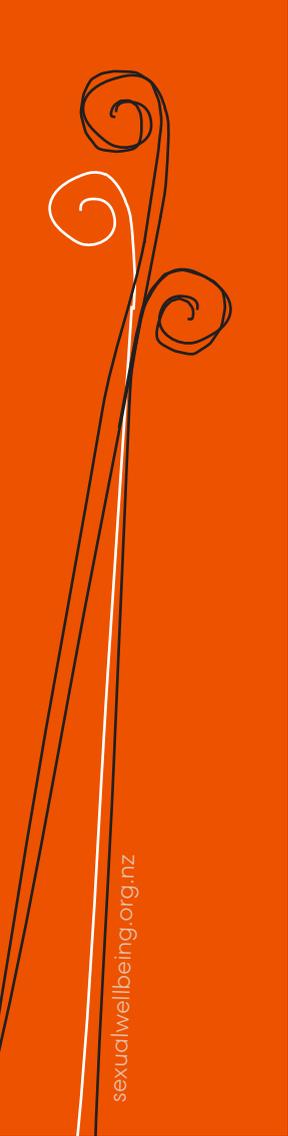
Discussions around public and private places and behaviours are really important. These conversations will help them to feel OK about their sexuality while learning there is a time and place to explore it.

Children will naturally explore their bodies as they develop. Letting them know that this is OK, while giving them rules around where it is OK to do it, encourages them to feel positive about their sexuality. This helps save any possible embarrassment and avoids your child receiving negative messages in response to their exploration. Defining the private places of your house allows you to direct private behaviours there.

For example, if your child is touching their genitals in the

lounge, you can explain that genitals are a private part of the body, that it is fine to touch them if they want, but they should do it in a private place in the house (e.g. bathroom, toilet, bedroom), not in the lounge which is a public place. This allows you to place some boundaries around your child's behaviour, while still allowing them to explore their body and feel OK about it.

In the future you only have to talk about whether they are in a public or private place to reinforce what is appropriate. By simply putting the behaviour into a public/private category and asking for the correct behaviour for that place from your child, the focus of the discussion is not about whether that sexual behaviour is OK or not, but rather where it is OK.



Appropriate touching

Keeping your child safe from other people is an important responsibility for parents and caregivers. However, we are often unsure how to do this and exactly who we are keeping them safe from.

It is important to teach your child that it is not OK for anyone else to touch their body in a way that makes them feel not OK. This is not just the sexual or private parts of their body – it is any part at all.

Talking about their body parts and using the correct names, will give your child the correct language to use if they need to explain inappropriate touching to you. Using factual language also equips your child with a universal language in which to communicate.

Teaching them about ‘OK’ and ‘not OK’ touch and what this feels like helps tamariki to tell the difference between the two. Explaining how their body may physically react to discomfort, (e.g. butterflies in the stomach, goose bumps, or tightening of hands), helps a child recognise how their body may tell them when they need to get out of a situation.

Teaching them the **No, Go, Tell** rule gives your child an action plan of what to do in a “**not OK**” touch situation.

- No** Saying no, very assertively, to the person that is touching them inappropriately.
- Go** Getting away from the person if possible.
- Tell** Telling an adult (someone you have identified together as a safe person).

Parents often teach their tamariki the concept of 'stranger danger' when talking about "not OK" touch, but it is only part of the story. Research shows that children are much more likely to be abused by people they know than by a stranger. Also, in some instances, such as when a rangatahi is walking to school, it may be a stranger that is in a position to help (shopkeepers or other families).

It is important to talk to our tamariki about this, but in a way that will not make them fearful of everyone around them.

Inappropriate touch is never ok. It is important they know you will always believe what they say. Don't use names or examples of specific relatives, just reinforce that any person that might do this to them is wrong.

Children naturally have a sense of "not OK" and it is important as parents that we let them develop these. When we force them to kiss or hug friends and family when they say that they don't want to, we show them that even if they are having a "not OK" feeling, adults can override this and make them do things around touch that they don't want to do. For instance, if they don't want to kiss or hug Grandma goodbye, that's totally OK. Perhaps they could wave goodbye instead.

Letting our children express their "not OK" feelings when they have them, and respecting that, shows them they have control over their own body. This helps them develop their confidence for the future.

Mostly when a friend or family member wants a hug or kiss, they will be fine about it, but they will know that it's their choice and that it's being respected and supported.

Eight to fourteen-year olds - Puberty

We need to provide guidance and support for our tamariki in many different ways during puberty. Although the most obvious changes at puberty are physical, there are many changes which we don't see. Discussing these changes before they happen helps them to cope positively and confidently with their physical and emotional changes.

Here are some of the changes your tamaiti may experience:

Taha hinengaro

Mental and emotional changes:

- may feel self-conscious
- may change their mind often
- may find a subject that they become intensely interested in
- may question family values and will be forming their own
- may show interest and/or embarrassment about kissing or sexual touching on TV or movies.

Taha whānau

Social changes:

- may want more time to themselves and more privacy
- may have a strong desire to fit in
- may have strong feelings for others
- may become more argumentative
- may model themselves on outside influences such as family members, sports, pop stars or peers
- may be easily embarrassed or become shy
- may want to spend more time with friends or on social networking sites
- may not want to be with family or siblings very much.

Taha tinana

Physical changes:

- changes in height and weight
- body hair and breast growth
- periods may start
- may have wet dreams
- may sweat more and produce more odour
- may have pimples or acne
- hair becomes oilier
- may masturbate
- may be hungrier and eat more
- voice may become higher or lower.

Taha wairua

Spiritual changes:

- may have mood swings and/or strong emotional outbursts
- may become quieter and more thoughtful
- may feel bullet-proof
- may be feeling alone or misunderstood
- may be feeling obvious and self-conscious.

What you can do:

- love them unconditionally. Let them know they are precious and unique.
- listen to what is important to them. Ask them to listen to you.
- answer their questions honestly
- initiate conversations and keep building on their knowledge
- leave books or leaflets about growing up around the house
- ask questions about what they think or know
- discuss TV, news, things they've seen online or music videos
- talk about dealing with peer pressure
- help them learn that other families have different beliefs and values. Reinforce what is important to you and why.
- demonstrate respect by listening to their opinions, beliefs and developing values. Expect the same respect from them.
- role model effective negotiation and decision-making skills
- reinforce what they do well rather than focusing on negatives
- show confidence that your teenager can weigh up different points of view and make good decisions about their own health.

Listen to your child express how they are feeling. It can be a confusing time and they need all the support that you are able to give.

Important issues to address with Teenagers

Peer pressure

Can you remember what it was like for you growing up? Did you feel left out if you didn't have a certain type of clothing or play a certain type of sport? Wanting to be accepted by your peers is important to rangatahi and trying to fit in can lead to increased risk taking.

To help your child cope with peer pressure you can:

- talk about what is concerning them most when they are having problems with their peers (e.g. loss of friendships, what others will think)
- ask what type of friends they want to have and what makes a good friend
- help to identify who they consider to be a good friend
- reinforce that good friends are there for you no matter what
- encourage them to be active and involved in a variety of activities and groups.
- talk about the age you think is appropriate to have a cell phone, to get piercings, tāmoko or tattoo, to dye hair, to have a boy or girlfriend etc. and why
- give them genuine praise often
- try not to solve problems or rush to protect them from every disappointment or unhappiness. Disappointment or sadness is not wrong or harmful to our tamariki – it is an opportunity for growth and builds resilience.

Keeping teenagers sexually safe

Rangatahi often learn by taking risks and experimenting. As adults we can over-react. Try to keep things in perspective and let your young people know you love them. Making mistakes is part of growing up.

Parents and caregivers remain role models for their teens even though their peer group becomes increasingly important. Communication will help you maintain a good relationship.

Research shows that when parents and caregivers talk to their children about relationships and sexuality it:

- **delays** the age at which young people first have sex
- **reduces** the likelihood of unplanned pregnancy
- **lowers** the likelihood of sexually transmissible infections (STIs).

If your rangatahi does decide to become sexually active, like most of us, they want to enjoy their sexual experiences and have enough information and confidence to be safe. It is important they know where they can get help and support and information about sexual and reproductive health services.

You can:

- find out about contraceptive options, so you are better able to inform and advise your child
- talk about how loving, respectful relationships can be very enjoyable and pleasurable
- reinforce that it's never OK to pressure someone into any sexual behaviour
- discuss the influence of alcohol and drugs on decision-making, sexual desire and performance

- let them know it's OK to say no to anything that doesn't feel right, or they don't feel ready for
- talk about ways they can deal with unwanted pressure for sex, alcohol or drug use etc
- encourage them to talk with a professional about contraception before they become sexually active (e.g. make an appointment at a Sexual Wellbeing Aotearoa clinic)
- share the dreams you have for them and ask about their dreams.

Embarrassed? That's normal. Remember how it was for you when you were their age. You have a right to keep your personal experiences personal and you don't need to have all the answers. Be prepared to find out together or on your own the information they need, and ask for help if you need some support yourself.

Gender exploration

Most children will do some gender exploration at this age – trying things out like clothing, personas, etc. For many children, this will be a casual occurrence. For other children, you may find that this exploration does not stop, and as they grow older, they may be transgender or gender diverse.

If your child or teenager is expressing a desire to change their gender, it is important that you actively support them to explore this at their own pace, if they want to. As a parent, you don't have to be an expert about all things gender diverse, or attempt to help your child make a choice about how they identify. Instead, the most valuable thing you can do is keep communication open with your child, let them know that you love them no matter what, and let them know that you are there to support them.

Teenagers going out

As part of their developing independence from you and their need for social acceptance among their peers, rangatahi will want to go out with their friends. While this can be worrying for parents and caregivers, you can role model good negotiation skills by agreeing to some conditions/rules that you are both happy with.

This could include:

- that you always have contact details for other parents, in particular the host's parents
- what to do for different situations they may find themselves in. Help them to have an exit strategy – how can they leave a situation if they feel unsafe?
- if choosing to drink, agree on what is a safe amount
- never leaving their drink unattended and only accepting drinks from people they trust
- expectations around alcohol consumption. Remind your teen that alcohol can cloud judgement and decrease inhibitions.
- sticking with their mates, and not wandering off or accepting lifts from people they've just met
- making yourself available to provide transport, or ensuring they have money for transport
- reinforcing that no one ever owes anyone else sex, and sex with someone who doesn't consent is rape.

Remind them it's about safety not trust. Express your hopes that they'll have a good time and will keep safe. Encourage them to call you (at any time) if they need help.

TEAO HURIHURI

Our Changing Society

Television, the internet and social media have a huge influence on what your tamariki know and understand of the world. These days there is no limit to what children have access to. Streaming services make movies and TV series of all ratings more easily accessible; smartphones enable the internet to be available anywhere and at any time, and social media gives tamariki an instant audience and can connect them with people anywhere.

Our tamariki need to be taught how to make sense of what they are accessing, viewing and reading, and understand that what they are viewing doesn't always reflect reality. Talk with them about what they are accessing and help them to develop critical thinking skills. Quality relationships and sexuality education (RSE) at school will include a strong focus on media literacy and critical thinking – giving them skills to help them unpick what

they're seeing and understanding what is real and what is not.

It is important to acknowledge that when used in moderation – the internet, social media and television can have real positives for young people.

Identity development: Often online spaces or TV shows will introduce important aspects of identity that rangatahi may not be able to find examples of in real life, for example, LGBTQI+ people living healthy and happy lives.

Critical thinking: Media consumption is important to develop critical thinking skills about the content rangatahi encounter. Media literacy is the skill of understanding the complexity of content – when young people are using media in a controlled way, this provides them the chance to improve their critical thinking and media literacy.

Internet

Just like teaching children how to cross the road, parents and caregivers have an important role to play in teaching their tamariki how to navigate the online world. Even though young children may be able to use various technologies, they do not always have the skills and awareness to understand some of the risks involved.

You can ensure your tamariki and rangatahi are supported and safe using the internet by:

- making sure the home computer is in a family space such as the lounge or other shared living area
- putting parental controls on search engines and sites such as YouTube
- checking out the sites your tamaiti wants to use so you know what is on them
- asking your tamaiti what they will be doing on the internet and setting a time limit

- encouraging the purposeful use of the internet for homework, learning games or light entertainment. Keep a close eye on what they are searching
- being aware of popular video clips and monitoring their suitability for younger children
- being a reality check – supporting them to know that just like movies or TV, not everything on the internet is necessarily real or the truth
- encouraging them to show you if they come across images or other material that they are concerned about.

Social media

Most social media platforms require users to be at least 13 years old, but it is reasonably easy for children to get around this. If your child would like a social media profile, it is important to think about whether they have the maturity to handle the responsibility.

- **Talk** about the importance of being a good friend online.
- **Teach** them about protecting their privacy and not revealing too much information about themselves.
- **Discuss** which photos are OK to share online or via text and which are not. Emphasise that once a photo is posted on the internet, it will always be out there.
- **Stress** that it is not OK to share photos of others without their permission.
- **Discuss** online bullying and how to handle negative comments.

Pornography

Exposure and access to online pornography by rangatahi is a growing concern for many parents. While pornography can feel like a difficult topic to raise with your child, it's an important part of talking with them about healthy relationships, consent, media and sex in the digital age. It's an opportunity too, to think about pornography access by the adults in your home and what your young person may understand from this about the acceptability of pornography.

Consider the following as you prepare to talk to your child:

- pornography doesn't usually show how bodies really look or show realistic sex, so it is usually not a reliable way to learn about sex, sexuality or safer sex
- pornography is a performance with actors. Consent is generally not sought or given. Safer sex practices like condom use are usually ignored.
- pornography often shows women with little power and/or as victims of violence
- pornography doesn't show intimacy or relationships or people having fun together in non-sexual ways.

NGĀ PĀTAI UAUA

Answering Questions

Our tamariki can come up with some tricky questions usually at tricky times!

A simple way to answer tricky questions is to follow these three simple steps: clarify, respond, confirm (CRC):

- Clarify** Be clear what your tamaiti is asking. You can clarify what their question is by asking; “What do you mean?” or “Where did you hear about that?”
- Respond** Answer their question succinctly and honestly. Don’t be afraid to buy yourself time by saying, “That’s a good question, let me think on it and get back to you at bedtime.”
- Confirm** Finally, confirm that you have answered their question and that they understand what you mean. You can check by asking “Does that answer your question?” or “Did I explain that ok?”

EXAMPLES OF QUESTIONS

Where do babies come from?

Babies grow in the whare tangata, also called the uterus.

How did they get in there?

Sperm and an egg have to join together. If your child is older you could add that this usually happens when the penis is put inside the vagina but that there are other ways now that babies can be made such as IVF.

What is sex?

Sex is different for everybody, but it's usually something people do because it feels nice. Sometimes people will do it to make a baby.

How do you do it? (If questions persist)

How people have sex is up to each person and their partner. This is something they both need to agree on when the time is right for them both.

Why do girls get periods/boys have wet-dreams?

It means that their bodies are changing and developing. They are getting ready for when they become adults and may want to have children.

Where do tampons go?

Inside the vagina.

Why do people have sex?

Because it feels nice, and it can make people feel very close to each other. Sometimes people have sex to make babies.

Why does XX have two mummies?

There are all kinds of whānau and families. Some families have one child and some families have lots of children, some have one mummy and some have two. In our family we have

Awkward situations

Prepare a phrase for when a question is asked at an awkward moment, for instance, the queue at the supermarket. "That's a good question. Let's talk about it when we get home" and make sure you do.

Sometimes you may encounter an awkward situation, such as walking in on your child masturbating. Often the best thing to do is to walk away and clarify with yourself how you feel about the situation and whether there is actually anything wrong with what they are doing before you react.

Your child could be feeling as awkward and embarrassed as you may be. It is important that you acknowledge what you saw, ask if they have any questions, and perhaps make an agreement to always knock before entering their private space.

KIA NOHO HAUMARU TŌ TAMAITI

Keeping your Tamaiti Safe

Talking about healthy relationships and sexuality with our tamariki is important, because it empowers and protects them, and those around them. It is everybody's responsibility to ensure that our tamariki are safe and exposed to healthy attitudes, actions and experiences.

One of the most important things you can do to help keep your tamaiti safe is to build their self-esteem and confidence. Confident children who are connected to adults around them are more likely to seek advice, ask questions and speak out about any abuse or inappropriate behaviour.

Legal stuff

Sex

It is legal in New Zealand to have sex once you have turned 16. This is called the age of consent.

Abortion

The law says someone can consent to or refuse an abortion at any age. No-one can force someone into having an abortion or to continuing a pregnancy.

The law that provides for this is the Abortion Legislation Act 2020.

Contraception

Young people can buy or get contraception at any age. A parent, teacher, doctor or Sexual Wellbeing Aotearoa clinic can give advice about and provide contraception.



The law that provides for this is the Contraception, Sterilisation and Abortion Act 1977 as amended by the Contraception, Sterilisation and Abortion Act 1990.

Confidentiality

Young people have the right to access confidential health services. This is provided for under the Code of Health and Disability Services.

Sexual Wellbeing Aotearoa has a confidentiality statement for under 16 year olds which says: "Everything you say to us will be confidential. We will not tell anyone else unless there is a risk that someone could harm you, you could harm someone else, or you could harm yourself. In those circumstances we may need to tell someone else in order to help you better, but we will always try to inform you first."

MĀ WAI HEI ĀWHINA?

Who Can Help?

Sexual Wellbeing Aotearoa (formerly Family Planning) – provides free workshops for parents and whānau about talking to tamariki about sex and sexuality; clinical services; and information for young people. Visit sexualwellbeing.org.nz

NETSAFE – specialises in helping kaitiaki to keep their tamariki safe when using the internet. They have a range of information and services including a helpline which you can call on 0508 NETSAFE (0508 638 723).

Keep it real Online – A Government campaign where you will find tools and advice to help you 'keep it real online' with your children and young people. Visit keepitrealconline.govt.nz



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NGĀ KĀKANO