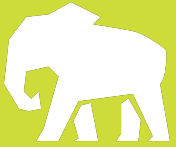





HEALTH EDUCATION CONSULTATION

24 May 2021, 6pm





KAUPAPA | AGENDA

- Process of consultation
- What's in the health curriculum?
- When & how do we deliver the health curriculum area?
- What are the needs of our tamariki, whānau and community?
- Changes since last time we met 

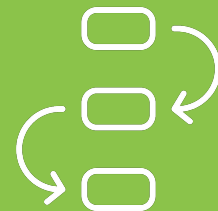
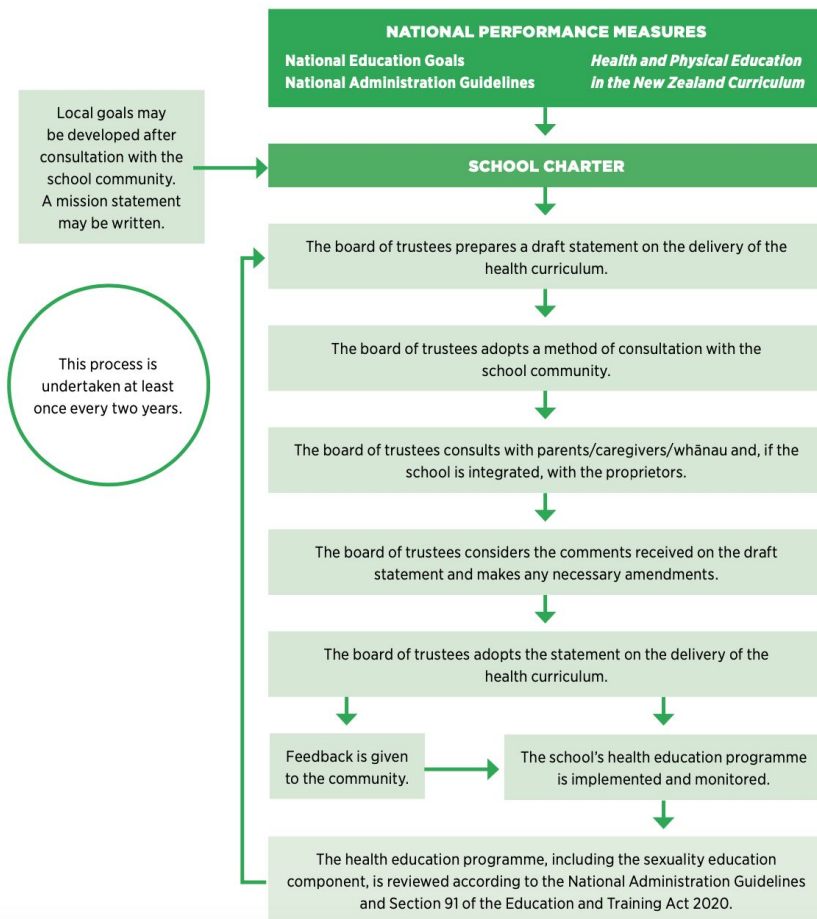
PROCESS OF CONSULTATION

Consultation involving students, staff, parents, and caregivers will:

- strengthen health education and physical education programmes
- assist in the development of related school policies
- contribute to school review and the evaluation of programmes
- provide opportunities for students, teachers, parents, and caregivers to enhance students' learning.

Reviewing programmes

This diagram outlines a process for reviewing health education programmes that include sexuality education.





WHY = THE PURPOSE

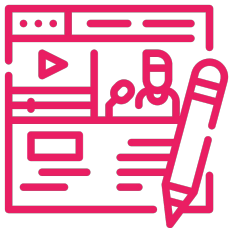
What is important to us, our tamariki & whānau? What context are we delivering the content in?

HOW = THE PROCESS

Specific actions taken to realise the **why**. How we teach the content of the NZC.

WHAT = THE CONTENT

Provided to us by the Ministry of Education.



WHAT

THE CONTENT

What's included?

Key Competencies

Learning Areas

Curriculum Levels

Achievement Objectives

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.



KEY COMPETENCIES

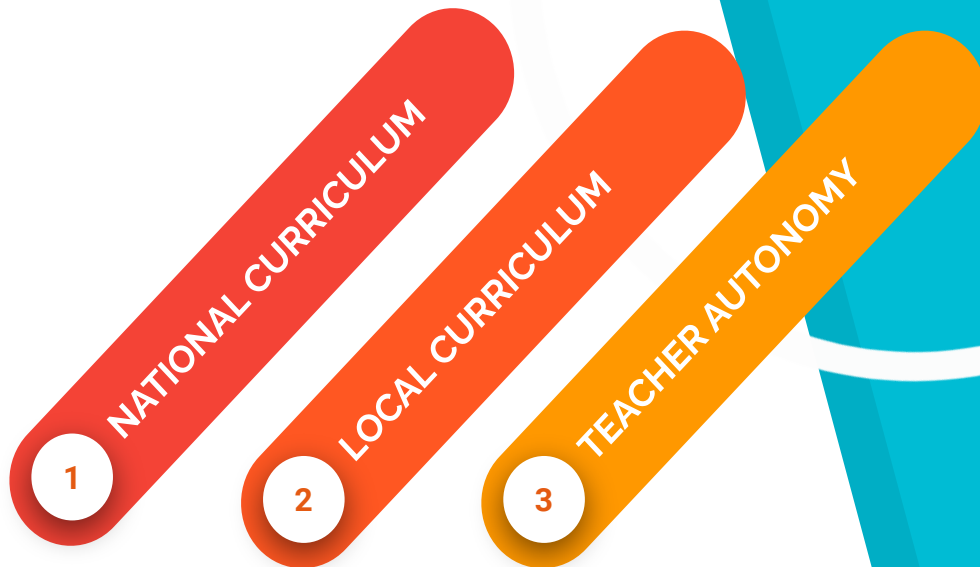
- Thinking
- Relating to others
- Using language, symbols and text
- Managing self
- Participating and contributing



WHAT'S **IN** THE HEALTH CURRICULUM?

Health education

In health education, students develop their understanding of the factors that influence the health of individuals, groups, and society: lifestyle, economic, social, cultural, political, and environmental factors. Students develop competencies for mental wellness, reproductive health and positive sexuality, and safety management, and they develop understandings of nutritional needs. Students build resilience through strengthening their personal identity and sense of self-worth, through managing change and loss, and through engaging in processes for responsible decision making. They learn to demonstrate empathy, and they develop skills that enhance relationships. Students use these skills and understandings to take critical action to promote personal, interpersonal, and societal well-being.



WHAT

UNDERLYING CONCEPTS

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

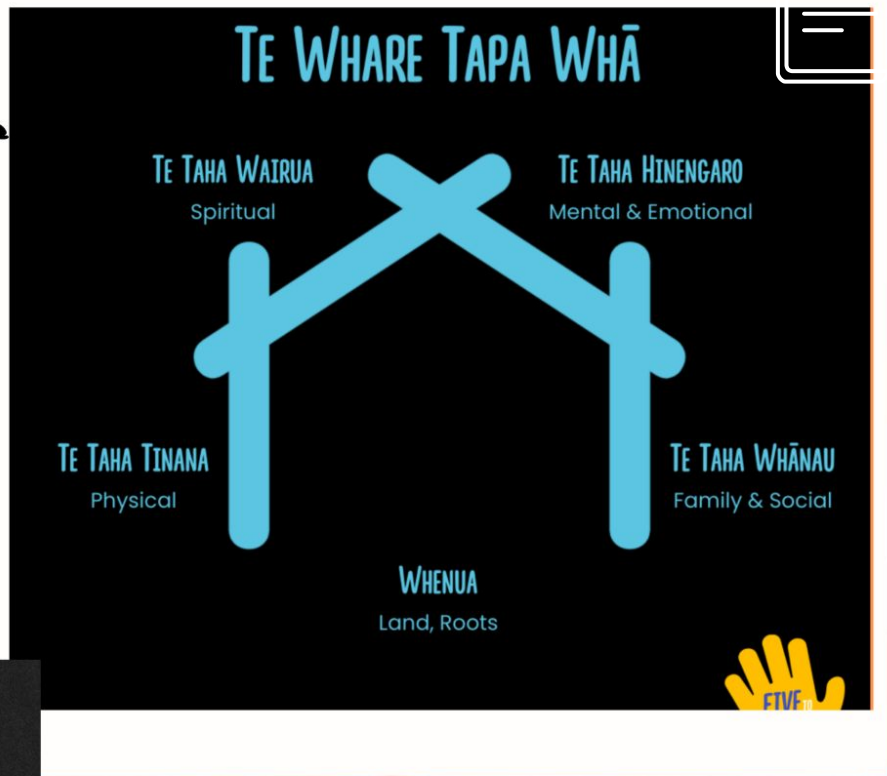
- Hauora | Wellbeing
- Attitudes and values
- The socio-ecological perspective
- Health promotion



HAUORA

A Māori health model, Te Whare Tapa Whā, takes a holistic approach to health and wellbeing. This model recognises the importance of the balance of multiple dimensions of wellbeing. Each of these interconnects and contributes to the balance and strength of the whole.

TE WHARE TAPA WHĀ
DR MASON DURIE



THE NZC HAS **FOUR MAIN STRANDS** AND **SEVEN KEY AREAS** FOR LEARNING IN HEALTH & P.E.

FOUR MAIN STRANDS

- Personal Health and Physical Development
- Movement concepts and motor skills
- Relationships with other people
- Healthy communities and environments

SEVEN KEY AREAS

- Body care and physical safety
- Mental health
- Food and nutrition
- Sexuality education
- Outdoor education
- Physical Activity, and
- Sports' studies

WHAT

Strands

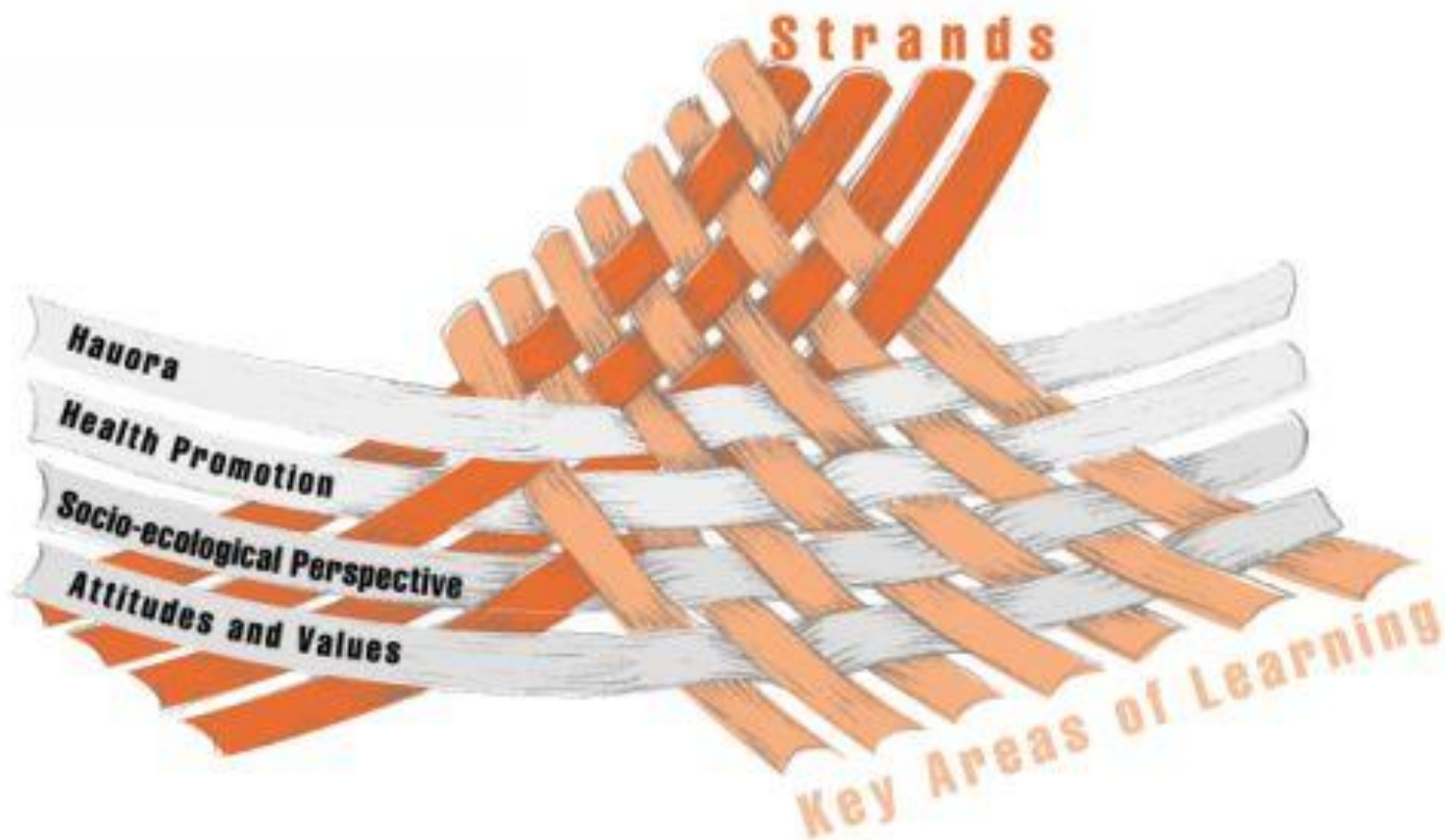
Hauora

Health Promotion

Socio-ecological Perspective

Attitudes and Values

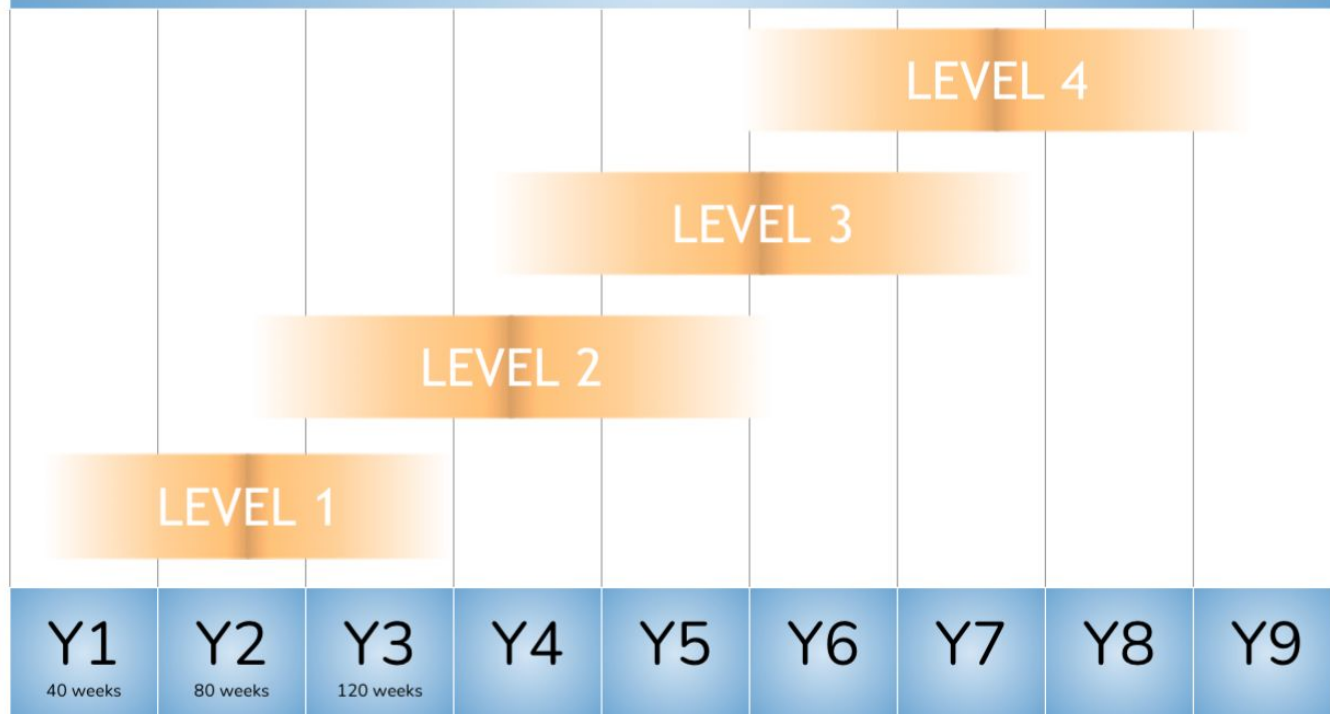
Key Areas of Learning



ACHIEVEMENT OBJECTIVES

WHAT

Te Kura o Ōhinetahi Years and Curriculum Levels



ACHIEVEMENT OBJECTIVES

WHAT

Level 1 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe feelings and ask questions about health, growth, development, and personal needs, for example, when discussing changes in people's growth patterns from birth onwards, exercise, rest, food, shelter, love, care and protection, what it means to be healthy, and the names of parts of the body, including sexual parts.

2. Regular Physical Activity

Students will use regular, enjoyable physical activity for self-care and personal well-being, for example, when they are involved in creative activities, daily exercise, play, games, and recreation.

3. Safety and
Students will
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(including pro
and procedure

Level 2 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care, for example, in relation to their exercise needs, learning needs, nutritional needs, and social needs, the preparation of snack food, appropriate clothing, digestion, expressing their feelings, hygiene, personal medication, and relaxation.

2. Regular Physical Activity

Students will experience and describe the benefits of regular physical activity, for example, in relation to appropriate daily exercise programmes, a positive body image, relaxation, feeling good, identified food needs, having fun, and goal setting.

3. Safety and Risk Management

Students will identify and use safe practices and basic risk-management strategies, for example, in relation to road, water, or food safety, outdoor activities, simple first aid, evacuation drills, phoning for assistance, passive smoking, speaking out, and managing

Level 3 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes, for example, such factors as food and nutrition, puberty, illness, injury, posture, physical activity, disappointment, loss, and individual differences and skills for making friends, increasing independence, and achieving success.

2. Regular Physical Activity

Students will maintain regular, enjoyable physical activity with an increasing understanding of its role in self-care and well-being, for example, by taking daily learning and personal needs, and managing a positive attitude.

3. Safety and Risk
Students will
will identify
ple, strategies
for safety.

Level 4 Achievement Objectives

Strand A – Personal Health and Physical Development

1. Personal Growth and Development

Students will describe the characteristics of pubertal change and discuss positive adjustment strategies, for example, in relation to fluctuating moods, acceptance of themselves and other people, exercise patterns, sleep, posture, relaxation, goal setting, hygiene, meeting nutritional needs, coping with illness, family support, cultural differences, tapu situations, and differences in gender and in sexual orientation.

2. Regular Physical Activity

Students will demonstrate an increased sense of responsibility for participating in regular, enjoyable physical activity to maintain well-being, for example, in relation to daily exercise, health-related and skill-related fitness, the development of specific skills, relaxation, stress management, and goal setting.

3. Safety and Risk Management

Students will access and use information to make and action safe choices in a range



DELIVERY OF CONTENT

How we design lessons and deliver content

HOW

Curriculum Coverage - a two year cycle

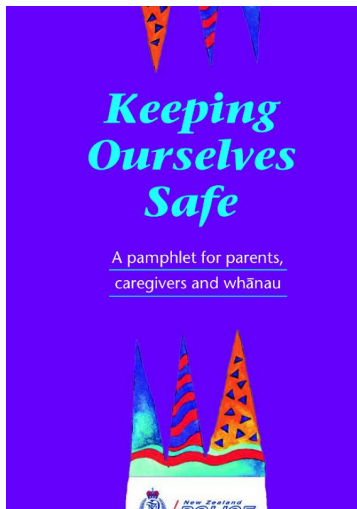
Curriculum Level	Years...	Term 1	Term 2	Term 3	Term 4
		Relationships with Others	Healthy Communities and Environments	Personal Health and Physical Development Healthy Communities and Environments	Personal Health and Physical Development
Level 1 -Y 1&2	Odd	Positive Behaviour for Learning/ Self Esteem Life Education Visit	Sexuality Road	Food & Nutrition	Firewise Sun Smart
	Even	Positive Behaviour for Learning/ Self Esteem	Keeping Ourselves Safe/ Sexuality Road		St John- First Aid Sun Smart
Level 2 - Y 3&4	Odd	Positive Behaviour for Learning/ Self Esteem Life Education Visit	Sexuality Road		Stepping Out- Road Safety Sun Smart
	Even	Positive Behaviour for Learning/ Self Esteem	Keeping Ourselves Safe/ Sexuality Road		St John - First Aid Sun Smart
Level 3 - Y 5&6	Odd	Positive Behaviour for Learning/ Self Esteem Life Education Visit	Sexuality Road		Forest Survivor- Burwood Forest Sun Smart
	Even	Positive Behaviour for Learning/ Self Esteem	Keeping Ourselves Safe/ Sexuality Road		St John - First Aid / Survival Skills Sun Smart
Level 4 -Y 7&8	Odd	Positive Behaviour for Learning/ Self Esteem/ Mental Wellbeing Life Education Visit	Sexuality Road	Food & Nutrition - Technology programme	Firewise Sun Smart
	Even	Positive Behaviour for Learning/ Self Esteem/ Mental Wellbeing	Keeping Ourselves Safe/ Sexuality Road	Food & Nutrition - Technology programme	St John - First Aid / Survival Skills - Water and Land

PREFERRED RESOURCES

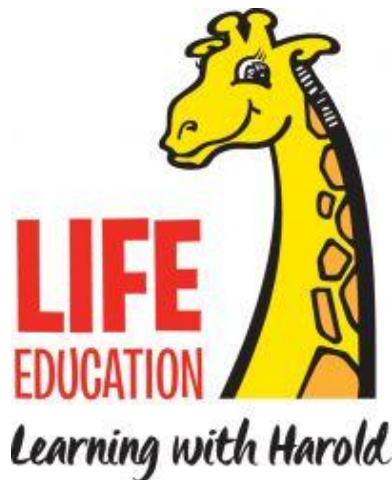
GET FIREWISE



KEEPING OURSELVES SAFE



LIFE EDUCATION



SEXUALITY ROAD



HOW

RELATIONSHIPS & SEXUALITY EDUCATION



The resource is a revision of *Sexuality Education: A guide for principals, boards of trustees, and teachers* (2015). They have been refreshed in response to the 2018 Education Review Office report into sexuality education in schools, *Promoting Wellbeing through Sexuality Education*.

[The] update is informed by an awareness of changing family structures, shifting social norms in relation to gender and sexuality, the rise of social media, and the increased use of digital communications and devices. It acknowledges the increased calls for social inclusion and for the prevention of bullying, violence, and child abuse. It recognises the importance of social and emotional learning for healthy relationships.

WHY

RELATIONSHIPS & SEXUALITY EDUCATION



A changing society

This revision takes place at a time of significant global change. These revised guidelines are informed by:

- shifting social norms in relation to gender and sexuality
- a commitment to respecting and protecting the sexual and reproductive rights of Māori
- Aotearoa New Zealand's increasingly diverse population
- global shifts, including trends towards earlier puberty and changing family structure
- continued societal concerns about child protection and abuse prevention
- the increasing use of digital communications and devices by children and young people
- the rise of social media and the increasing availability of pornography and explicit sexual content online
- increasing recognition of the importance of learning about healthy relationships, including consent and respect, as part of social and emotional learning
- increasing calls for social inclusion and for the prevention of bullying and violence.

HOW

WHY

RELATIONSHIPS & SEXUALITY EDUCATION



Upholding human rights

All people have the same rights and freedoms, regardless of their sexual orientation, gender identity and expression, and sex characteristics (SOGIESC). SOGIESC is an umbrella term like Rainbow, LGBTQI+, and MVPFAFF. It includes people who are takatāpui, lesbian, gay, bisexual, queer, intersex, transgender, transsexual, whakawāhine, tangata ira tāne ...

Human Rights Commission:
www.hrc.co.nz/our-work/sogiesc

In the context of RSE...

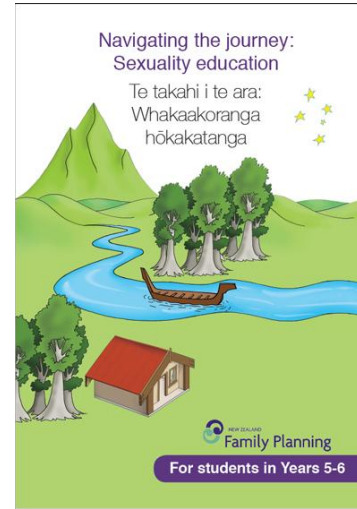
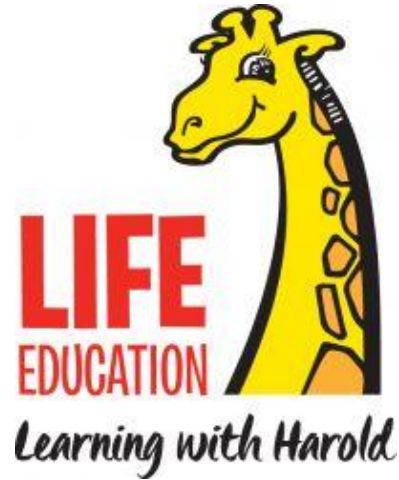
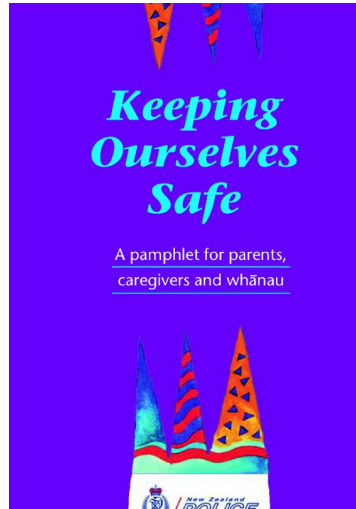
... this means that schools need to:

- ensure inclusive environments for all young people
- allow their ākonga freedom of expression in relation to their gender identities and sexual orientation, including the right to determine their own identity and name
- include content on the diversity of sex characteristics, sexuality, and gender identities in their curriculum programmes.

HOW

WHY

Time to peruse the materials





YOUR SAY

Your turn - fill in the survey

