

Cust School

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Health Education:

As part of our policies and procedures, Cust School has to consult with our school community about our Health Education.

Cust School is committed to developing policies and procedures that strengthen our health and physical education programmes.

As required by legislation, our board produces a written statement about how the school will implement health education. Schools must:

- inform the school community about the content of the health education components of the curriculum (see below).
- consult with members of the school community regarding how the school should implement health education.
- describe, in broad terms, the health education needs of the school's students.

Note that the legislation makes provision for individual parents to request that their children be excluded from specified parts of the health programme related to sexuality education.

Please find below:

Health and PE Curriculum Statement

We would like you to review this in line with the following questions:

1. Do you think there are any areas of Health Education that we should be paying more attention to? If so, what are they?
2. What do you see as the current health education needs for children at our school?
3. Of the seven areas of the Health Curriculum, which ones are the highest priority for our students?
4. Any comments about your choices above?

Please reply back to gerhard.p@cust.school.nz

The Board and School Management will consider any comments that arise.

Curriculum Statement - Health and Physical Education

Cust School will implement a programme of Health Education based on the New Zealand Curriculum and in keeping with the school's strategic plan and values. The focus of the programme will be to give our students the knowledge, skills and attitudes to maintain and enhance wellbeing. Students will recognise social and societal influences on wellbeing and be given opportunities to take action to promote their own and others' wellbeing. In delivering Health Education, Cust School teachers will use a range of appropriate teaching strategies that engage students and enable the development of the key competencies, while taking opportunities to integrate Health Education learning with other aspects of The New Zealand Curriculum.

SCHOOL GOALS

- **HEALTH**

Understand and apply "healthy" choices and decision making e.g. eating, safety, technology, demonstrate resilience, empathy and skills that build and make relationships.

- **PHYSICAL EDUCATION**

Engage in play, games and sport.
Develop a range of physical skills.

TEACHING, PLANNING AND ASSESSMENT

Seven key areas of learning – mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education. All seven areas are to be included in teaching and learning programmes at Cust School.

It is expected that we will consult with our community when developing health and sexuality education programmes. *Parents have the right to exclude their children from Sexuality Education.* This must be in writing. It is expected that all students will have had opportunities to learn basic aquatic skills by the end of year 6 and practical cooking skills by the end of year 8. Outdoor education programmes must follow safe practice and meet legal requirements. At Cust School, the expectation is that teachers will demonstrate quality teaching, planning and assessment in Health and Physical Education. These are shown in our quality teaching indicators in themes. The teaching of Health and PE can be achieved through: distinct /separate units or integrated studies. Within these units, there will be opportunities for children to explore all seven key areas of learning. Kia Kaha will deal with the many types of bullying, with a growing emphasis on cybersafety. Outdoor Education (camps) will be held annually for our Year 5-8 children. Swimming and Fitness are seen as priorities in our PE programme. Home Economics will be taught off site through the Technology Programme. Planning will be completed through the use of Cust Unit Plans and / or Learning Model. A variety of assessment practices will be used both formal / informal. Health units can, where appropriate, integrate with science e.g. food groups, and various body systems. Teachers need to consider when planning – the inclusion of Piko's TIP's, use of technology and a focus on mental health e.g. coping with stress, feeling / being different and accepting differences.

Teachers will ensure that:

1. In Physical Education -

- Suitable and regular programmes that develop and practice fundamental skills will be taught.
- Competitive and challenging opportunities through maximum involvement be provided.
- Children are able to participate in and enjoy a wide selection of sports.
- Children are able to become competent and enthusiastic participants.
- Children are able to practice fair play and apply it to all situations
- They adhere to the school EOTC policy guidelines

2. In Health -

- A supportive environment that caters for the needs of the children is provided.
- Values consistent with our Strategic Plan are promoted.
- Opportunities for children to set goals, self-evaluate, accept success and failure and affirm self-worth are provided.
- Appropriate learning opportunities that link good food with good health are provided
- Opportunities for children to investigate media influences that impact food choices are provided.
- Safe skills and practices for food handling and preparation are taught.
- Knowledge/understanding and skills for personal body care are developed.
- Knowledge and skills to prevent illness, injury, infection, disease and common lifestyle disorders are developed.
- The ability to identify hazards is developed.
- Strategies to avoid and minimise harm from environmental hazards and to act responsibly in case of an emergency are developed.
- Attitudes and values that encourage taking personal responsibility for wellbeing and to care for the environment are developed.

Programmes and Programme Implementation

Health and Physical Education are linked in one curriculum document. For the purpose of providing clear information about the programmes we provide they have been separated into two sections.

Health Curriculum The following key areas are identified in the curriculum document. Each key learning area has aspects that may be taught at all year levels. (Please note there is a separate and more detailed consultation process for Sexuality Education)

Key Area of Learning	Clarification and possible programme content
Mental Health	Opportunities to develop skills and understanding about: <ul style="list-style-type: none">• Personal identity, self-worth and mindfulness

	<ul style="list-style-type: none"> • Stereotyping and discrimination • Effective interpersonal relationships • Drug and alcohol use and misuse (Years 5-8) • Keeping ourselves safe – (including cyber safety)
Sexuality Education	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> • Interpersonal skills and attitudes to enhancing relationships • Knowledge, understanding and skills related to sexual development- physical, social and emotional (year 7 and 8 only) - separate consultation required
Food and Nutrition	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> • Nutrition for growth and development across all ages • The links between nutrition, exercise and wellbeing • The cultural significance of food • Food safety
Body care and physical safety	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> • Personal body care • Prevention of illness, injury, infection, disease, common lifestyle disorders • Identifying environmental hazards • Self-responsibility

The school uses a range of programmes to teach health such as:

- Keeping Ourselves Safe - all year levels
- Life Education - all year levels
- Peer Mediation
- Cyber Safety
- Kia Kaha
- I am Growing / Positive Puberty
- Circle Time
- Various other Mana Ake support and programmes

Sexuality Education has a focus on pubertal change and is provided for students in Years 7&8. These programmes may be taught as a unit or by incorporating them into other aspects of the PE programme or curriculum areas. Units may be taught in conjunction with the police or other outside agencies.

Physical Education Curriculum

The following key areas are identified in the curriculum document. Each key learning area has aspects that may be taught at all year levels.

Key Area of Learning	Clarification and Possible Programme Content
Physical Activity	Opportunities to develop: <ul style="list-style-type: none"> • Movement skills in a range of areas • Cultural practices in physical activity • Their own attitudes and behaviours in physical activity settings
Sport Studies	Opportunities to develop: <ul style="list-style-type: none"> • Skills for participating in diverse sporting roles • Skills to manage competitive and cooperative environments
Outdoor Education	Opportunities to experience: Adventure activities and outdoor pursuits that focus on physical skill development, fun and enjoyment

Cust School offers a range of programmes and activities, competitive and non-competitive, for students to develop their sports skills and team work such as:

Swimming, Gymnastics, Cross Country, Athletics, Touch Rugby, Basketball, Inter-school Sports, Winter Tournament, Netball, Hockey, Student - led lunchtime games and activities, Year 5/6 Camp, Year 7/8 Camp, Orienteering, Ripra Rugby Cycling – road / mountain