

## Health and Physical Education Delivery Statement 2023

*3 John 1:2 Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.*

### Introduction

The Education and Training Act 2020 (s.51, s.91, s.102.2), outlines the legal requirements for state schools regarding consultation about treatment of the health curriculum.

- (i) The board of every state school must, at least, once in every 2 years, and after consultation with the school community adopt a statement about the delivery of the health curriculum
- (ii) In this section – school community means,
  - a. Every parent of students enrolled in the school
  - b. Any other person whom the Board considers is part of the school community
- (iii) For the purposes of this section, statement on the delivery of the health curriculum means a written statement of how the school will implement the health components of the relevant national curriculum statements
- (iv) The purposes of the consultation required is to:
  - a. Inform the school community about the content of the health curriculum
  - b. Ascertain the views of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community
  - c. Determine, in broad terms, the health education needs of the students at the school
- (v) A Board may adopt any method of consultation that it considers best will achieve the purpose set out in the subsection 3, but it may not adopt a statement on the delivery of the health curriculum until it has:
  - a. Prepared the statement in draft, and
  - b. Given members of the school community an adequate opportunity to comment on the draft statement; and
  - c. Considered any comments received.

### Curriculum Delivery Statement

The following statement has been developed following consultation with the school community and informs the school community about how health education will be delivered at Cornerstone Christian School. This is based not only on parent feedback, but also the New Zealand Curriculum and identified student needs across the school (including information received through student health and well-being surveys).

For each student, the programme of learning will attempt to develop an understanding of the factors that influence the health of individual, groups and society: lifestyle, economic, social, cultural, political, environmental and religious factors. It will have a holistic approach, developing the 'whole child' including their social, physical, emotional and spiritual needs. Development of Christian Character and the process of discipleship will be of particular importance as a state integrated Christian School. Programmes will develop skills and understandings which will enhance relationships and promote well-being and social responsibility.

The New Zealand Curriculum has four main strands for Health and Physical Education. These are:

1. Personal Health and Physical Development

2. Movement concepts and motor skills
3. Relationships with other people
4. Healthy communities and environments.

There are seven key areas of learning:

- i. Body care and physical safety
- ii. Mental health
- iii. Food and nutrition
- iv. Sexuality education
- v. Outdoor education
- vi. Physical Activity, and
- vii. Sports' studies

At Cornerstone Christian School the health programme will largely be integrated into our school integrated curriculum within years 1 to 6. In years 7 through 10 it is taught as part of the Health and PE programme and in years 11-13 as a subject study in its own right.

We have focused these seven areas into four main areas plus physical education (which will include aspects of Sports' Studies). Specific key areas of learning will be covered through inquiry concepts. However, from time-to-time, specific needs might be identified and these may be addressed separately, via a one-off programme of learning.

### **Guidelines**

In the table below, the seven key areas of learning in the Health and PE curriculum content have sorted into a table that reflects the views, beliefs, and customs of the members of the Cornerstone Christian School community around age-appropriateness.

Please note that some sections have been shaded in gray. In each of these instances parents will be informed what and when will be delivered in this unit of learning and students may opt-out with parent permission. If teachers are not informed of this decision to opt-out, students will be included in all lessons related to that unit.

### **Planning and curriculum delivery Years 1-6**

1. Within years 1-6 it is expected that each year, one term's integrated theme concept will be health-related or specifically inclusive of health-related concepts and issues.
2. When the annual inquiry concept and context plan is developed, teachers will consider several things in relation to health:
  - i. Coverage of the health curriculum over the previous years – what do we need to focus on this year to ensure coverage over time
  - ii. Findings of health and well-being surveys and any anecdotal evidence pointing to specific individual, small group or school-wide needs including information from agencies working in the school
  - iii. Known areas of parental concern
3. The teams planning each term's integrated theme work will consider how aspects of the health curriculum can be covered through the concept – even if it is not a major focus
4. As teachers plan on a week-by-week, moment-by-moment basis, they will be aware of the health curriculum and include themes and concepts from it.

5. Specific programmes of learning may be included in planning to meet specific needs (such as Life Education, Kia Kaha) and may be taught in conjunction with a range of agencies such as the Police.

### **Planning and Curriculum Delivery Years 7-13**

1. In years 7 through 10, the Health Curriculum is taught as a compulsory module by specialist teacher.
2. In years 11 through 13, the Health Curriculum is taught as a subject study option for NCEA Levels 1, 2 and 3. This may mean that some subjects must be taught at year 10 if students are not intending to take a Health option in years 11, 12 and 13.
3. When the annual health curriculum plan is developed, specialist teachers will consider several things in relation to health:
  - i. Coverage of the health curriculum over the previous years – what do we need to focus on this year to ensure coverage over time
  - ii. Findings of health and well-being surveys and any anecdotal evidence pointing to specific individual, small group or school-wide needs including information from agencies working in the school
  - iii. Known areas of parental concern

### **Content**

The table below directly represents the Cornerstone Christian School Community's views about what should be taught with regards to Health and Physical Education.

## Content of Health and Physical Education Curriculum (Consultation Table)

*Sections in gray shading will be informed to parents prior to delivery and are considered opt-out with parent permission*

<b>When taught</b>	<b>Mental Health</b>	<b>Sexuality</b>	<b>Nutrition</b>	<b>Body Care and Physical Safety</b>
Across every year level	<ul style="list-style-type: none"> <li>• Being resilient: dealing with stress, anxiety and fear and responding positively to challenge</li> <li>• Identifying when you have a problem and accessing help, learning how to communicate your needs</li> <li>• Identifying and reporting bullying, exclusion, and safe/unsafe people</li> <li>• The importance of kindness, acceptance and inclusion, irrespective of race, ethnicity, gender or any other difference</li> <li>• Conflict and negotiation</li> <li>• Importance of enjoying life and having a positive outlook. Recognising, understanding and managing emotions, needs, negative and positive thinking</li> <li>• Understanding how respecting self and others contributes to positive mental health</li> <li>• Continually developing a positive personal identity</li> <li>• Dealing with grief, trauma or significant happenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching children that when someone says “no”, particularly in relation to their body, it means “no”.</li> <li>• Relationships are understood as multidimensional and considered in relation to spiritual, ecological, and human domains (e.g., atua, tangata, whenua).</li> <li>• Relationships involve an acknowledgment of one another’s sacredness (e.g., notion of tapu).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to a range of foods</li> <li>• Basics of good nutrition – importance of a balanced diet for a healthy body and mind</li> <li>• Basics of good nutrition – energy in = energy out</li> <li>• Value of healthy home cooking – healthy recipes</li> <li>• Fresh vs processed foods</li> <li>• Where food comes from and how it is produced</li> <li>• Avoiding waste</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting and loving and looking after your body</li> <li>• Importance of cleanliness and good hygiene – possible impacts e.g. germs</li> <li>• Importance and purpose of sleep, water and food</li> <li>• Importance of keeping fit, developing motor skills and strength – balance between physical and non-physical activity</li> <li>• Being safe in a variety of relevant contexts e.g. safety in the bush, at the beach or river, on the road</li> <li>• Being SunSmart</li> <li>• Responding appropriately to strangers</li> <li>• Basic first aid and how to contact emergency services</li> </ul>

	<ul style="list-style-type: none"> <li>Importance and role of friends in relation to mental health. Maintaining healthy friendships</li> </ul>			
<b>When taught</b>	<b>Mental Health</b>	<b>Sexuality</b>	<b>Nutrition</b>	<b>Body Care and Physical Safety</b>
From Years 3-4 (ages 8 to 9)	<ul style="list-style-type: none"> <li>Internet safety</li> <li>Decision-making: how to make an informed decision</li> </ul>	<ul style="list-style-type: none"> <li>Knowing your body – normalising conversations about the body and its functions and using correct language for parts of the body</li> <li>Identifying safe and unsafe touching and the importance of respect</li> <li>Introduction to the idea of “private areas”.</li> <li>Families, their roles and differences</li> </ul>	<ul style="list-style-type: none"> <li>Cultural food differences and impacts on health</li> <li>Impact of junk food and power of advertising</li> <li>How the body works in relation to processing food</li> </ul>	<ul style="list-style-type: none"> <li>Knowing your body – signs of ill health and accessing help</li> <li>Understanding risk – assessing risk (being aware of possible consequences) and minimising / managing it e.g. use of appropriate safety equipment</li> </ul>
From Years 5-6 (ages 10 to 11)	<ul style="list-style-type: none"> <li>Internet and Social Media Safety</li> <li>Harmful digital communications</li> </ul>	<ul style="list-style-type: none"> <li>Explore good and bad feelings, including in relation to the body</li> <li>Developing knowledge of puberty, and growth and development needs</li> <li>The human life-cycle</li> <li>Healthy relationships and peer pressure</li> </ul>		<ul style="list-style-type: none"> <li>Body odour, acne</li> <li>Menstruation (girls)</li> </ul>
From Years 7-8 (ages 12 to 13)	<ul style="list-style-type: none"> <li>Internet and Social Media Safety</li> <li>Harmful digital communications</li> </ul>	<ul style="list-style-type: none"> <li>Managing pubertal change (taught separately to boys and girls) but with knowledge of pubertal changes affecting opposite sex.</li> <li>Encouraging respect and dignity for all difference and individuality including gender differences</li> <li>Harms of Pornography</li> </ul>		<ul style="list-style-type: none"> <li>Body care menstruation (girls), Body odor, acne</li> </ul>

<p>From Years 9-10 (ages 14 to 15)</p>	<ul style="list-style-type: none"> <li>• Internet and Social Media Safety</li> <li>• Harmful digital communications</li> </ul>	<ul style="list-style-type: none"> <li>• Developing knowledge about sexual maturation – physical, mental, emotional, social</li> <li>• Relationships involve an acknowledgment of one another’s sacredness (eg, notion of tapu).</li> <li>• Sexual relationships are situated within this broader understanding of relationships however this will be taught on the basis that Marriage is the union of a man and woman for intimacy, fellowship with God and each other and is the context for procreation and the extension of the human family.</li> <li>• Sexual abstinence will be taught as the prudent Biblical option pre-marriage.</li> <li>• Marriage reflects the character of the triune God and provides the setting for nurture, support, sexual expression, and identity.</li> <li>• Consent, boundaries, healthy and unhealthy relationships, gender stereotypes and pornography.</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and other stimulants</li> </ul>	
<p>From Years 11-13 (ages 16 to 18)</p>		<ul style="list-style-type: none"> <li>• Developing sound knowledge about decision making in intimate relationships, including sexual intimacy, conception, and contraception</li> <li>• Evaluating societal (including online) messages about bodies, gender, and sexual identity,</li> </ul>		

		and questioning and discussing stereotypes and social norms from a Biblical viewpoint		
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