

Health Programme Consultation

Dear Parents and Caregivers

One of our requirements as part of the Education Act is to consult the community every two years to establish needs to be addressed by the health programme. While the broad framework of what is taught is prescribed by the Health and Physical Education in the New Zealand curriculum document, schools are able to give particular emphasis to topics that relate to specific health issues that are of importance to their communities.

The current health programme and learning outcomes are shown on the attached overview of the programme.

We invite your feedback on the yellow form below. Please complete and return by 15 May. Your feedback and comments will be considered as we review our Health programme.

Thank you for your time and effort in responding.

Yours sincerely

Robin Harris
Principal.

HEALTH PROGRAMME OVERVIEW

<i>Essence Statement</i>	In health, 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. Children develop resilience and a sense of personal and social responsibility and are increasingly able to take responsibility for themselves and contribute to the well-being of those around them.
<i>“Big picture” learning objectives</i>	<i>Students will...</i> <ul style="list-style-type: none">○ understand the meanings and benefits of total well being, and how it is obtained through nutrition, personal hygiene, exercise, rest, recreation and quality relationships○ appreciate the value of personal fitness and participate in physical activities○ develop a strong sense of personal identity, resilience and self-worth through knowing strength/limitations and how to handle them○ manage changes, feelings, challenges, conflicts, risks and relationships○ demonstrate actions and attitudes of support and concern for the well-being of others○ know safe practices and personal limitations in physical activity○ take individual and collective action to contribute to environments that can be enjoyed by all
<i>School programme</i>	<p>The Health programme has the following key learning areas – Mental Health, Sexuality Education, Food and Nutrition, and Body Care and Physical Safety.</p> <p>Our teaching units and the learning outcomes we are aiming for are shown on the next page. Classes cover aspects of each key learning area appropriate to their age level over a two year period. Units vary in length; some will be a major focus for several weeks while others are covered in a short intensive time and other areas will be covered on an ongoing basis.</p>

Key Areas	Units of learning	Learning outcomes	Year Levels			
			1-2	3-4	5-6	7-8
Mental Health	Building Self-Esteem	Children identify their personal strengths and limitations, learn to value their strengths and seek to overcome their limitations.	✓	✓	✓	✓
	Relating to others	Children identify ways to develop and maintain friendships, use appropriate ways for dealing with conflict, demonstrate respectful attitudes when working with others, learn to deal with disappointments and changes in relationships.	✓	✓	✓	✓
	Kia Kaha (Anti-bullying programme)	Children identify elements of bullying, know who to ask for help if they are being bullied, describe the effects of bullying and develop strategies to overcome bullying	✓	✓	✓	✓
	Keeping ourselves safe	Children recognize good/bad touching, recognize safe/unsafe situations, identify who they can talk to when they feel unsafe and practice assertive responses in uncomfortable situations	✓	✓	✓ Y5	✓ Y7
	DARE (Drug and Alcohol Resistance Education)	Children learn strategies for coping with peer pressure and making informed choices in relation to drugs and alcohol. This unit involves the police education officer.				✓ Y8
Sexuality Education	Personal Growth and Relationships	Children explore ways to care for the body, identify growth changes that occur over time and identify ways in which peer pressure may affect them.	✓	✓	✓	✓
	Understanding Changes at Puberty	Children identify the body parts using correct terminology, identify the changes at puberty, develop techniques to cope with teasing and identify the negative impacts of current popular body image on a person's wellbeing.			✓ Y6	✓
Food and Nutrition	Food choice and preparation Nutrition needs for growth and development	Children classify food into food groupings, identify healthy food choices, use safe practices when preparing food, learn how the digestive system works, learn about the relationship between nutrition and exercise and recognize the influence of advertising on food choices.	✓	✓	✓	✓
Body care and physical safety	Care of body	Children learn about simple hygiene procedures and how to prevent infection. They identify hazards in their environment and develop safety strategies. Children learn how to get help in an emergency, develop practical ways to care for themselves, and learn how to care for others during injury or accident (e.g. children learn First Aid when preparing for camps.)	✓	✓	✓	✓
	Safe walking	Children learn about safe practices for walking, cycling, being a passenger in cars and buses	✓	✓		
	Safe passenger		✓	✓		
	Safe cycling				✓	
	Water safety	Children learn about water safety as part of the swimming programme	✓	✓	✓	✓
	Safety outdoors	Children learn safe techniques for tramping, skiing etc., as part of the various EOTC activities.			✓	✓
Cybersafety	Children learn how to stay safe when using technology (e.g. internet, email, SMS)			✓	✓	

Health Programme Consultation Response Sheet

1. How important do you consider Health Education should be in the school curriculum?

2. What do you think are the most important Health related issues facing our children today?

3. What other topics (not included in the present programme) do you think need to be included?

4. Rate the importance of the following topics for inclusion in the school Health programme

Key Area	Units of learning	<i>low</i>		<i>high</i>	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Mental Health	Building Self-Esteem				
	Relating to others				
	Kia Kaha (Anti-bullying programme)				
	Keeping ourselves safe				
	DARE (Drug and Alcohol Resistance Education)				
Sexuality Education	Personal Growth and Relationships				
	Understanding Changes at Puberty				
Food and Nutrition	Food choice and preparation				
	Nutrition needs for growth and development				
Body care and physical safety	Care of body				
	Safe walking - Safe passenger - Safe cycling				
	Water safety				
	Safety outdoors				
	Cybersafety				

4. Any other comments?