



HEALTH EDUCATION STATEMENT 2023 (DRAFT)

The following statement has been developed by the Board to inform our School community about how Health Education will be implemented at Tāmaki Primary School. This statement is informed by the Board’s community consultation, *The New Zealand Curriculum (NZC, 2007)* requirements and identified student/ākonga learning needs.

Health Education at Tāmaki Primary School will be implemented in alignment with *The New Zealand Curriculum*, the School’s Strategic Plan, Vision - ‘Whāia te ara tika / Pursue the right path’, Values - ‘Manaakitanga, Kaitiakitanga and Rangatiratanga’ and supported by a Positive Culture for Learning (PC4L) approach.

We aim to implement engaging Health and Physical Education learning experiences, that empower ākonga to make health enhancing choices in the key learning areas of: Mental Health, Body Care & Physical Safety, Physical Activity & Sports, Outdoor Education (EOTC), Food & Nutrition, and Sexuality Education.

Teachers/kaiako will implement a variety of learning experiences, using a range of strategies within the students’ usual safe and supportive learning environment. Some learning experiences will be supported by external providers e.g., sports/coaching events, Travelwise/Bikewise, Trees for Survival/Gardening, Life Education Van, Camps, trips, sexuality education (‘Positive Puberty Talks’ Years 5-8). Kaiako will regularly evaluate their Health and Physical Education programmes to ensure ākonga learning needs are being met and reflect quality practice.

Overview | He tirohanga whānui

Health and Physical Education (NZC) is a holistic learning area with wellbeing/hauora as its goal. Our students/ākonga will learn about their own wellbeing and that of others and society, in health-related and movement contexts.

Four concepts will be at the heart of implementing this learning area:

- **Hauora** – a Te Ao Māori philosophy of wellbeing that includes the dimensions taha wairua, taha hinengaro, taha tinana and taha whānau, each one influencing and supporting the others (Durie, 1994).
- **Attitudes and values** – a positive, responsible attitude to their own wellbeing; respect, care and concern for other people and the environment; and a sense of social justice.
- The **socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others and society.
- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves ākonga in personal and collective action.

Four Curriculum strands will be implemented:

- A. Personal health and physical development** - ākonga will develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal wellbeing and physical development.
- B. Movement concepts and motor skills** - ākonga will develop motor skills, knowledge and understandings about movement and positive attitudes towards physical activity.
- C. Relationships with other people** - ākonga will develop understandings, skills and attitudes that enhance their interactions and relationships with others.
- D. Healthy communities and environments** - ākonga will contribute to healthy communities and environments by taking responsible and critical action.

Mental Health	Physical Activity & Sports; Outdoor Education (EOTC)	Food & Nutrition; Body Care & Physical Safety, Sexuality Education
<ul style="list-style-type: none"> • <i>Pause Breathe Smile</i> (PBS) (positive mind health, healthy eating, self-regulation, emotional awareness) • Gardening/Mahi māra; Trees for Survival • Cybersafety, device/online health • <i>Positive Culture for Learning</i> (PC4L) (MoE informed approach Values based, learning-focussed environment) • <i>Restorative Practice</i> (RP) (conflict resolution, peaceful relationships, kindness); Anti-Bullying skills 	<ul style="list-style-type: none"> • Daily fitness • Physical Education e.g., small/large balls, games & sports competitions, Kapa Haka, tītī tōrea (short/long rākau), skipping, athletics, gymnastics, dance (music/movement), recreation • Whānau House games/events • Sports events, Interschool Sports • Cycling • Camps, EOTC activities & trips • Leadership, coaching development & events 	<ul style="list-style-type: none"> • Health Promoting School (sleep habits/rest, healthy kai/lunches, Fruit in School, water, oral health, gardening) • Cultural significance of food • Cooking (Food technology provider) • Bikewise, Travelwise, Sun safety • Community providers e.g., Firewise, community Constable • <i>Positive Puberty Plus</i> Talks (Y5-8) • Life Education Van (selection of topics relevant to ākonga needs)