

## Delivery of Health Education at Willowbank School

At Willowbank School, we believe that health education is an essential component of a well-rounded education, empowering students to develop the knowledge, skills, and attitudes necessary to make informed decisions about their well-being. This statement outlines our approach to delivering comprehensive health education aligned with the New Zealand Curriculum and the specific needs of our school community.

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.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora: a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values: a positive, responsible attitude on the part of students to their own well-being; 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 students in personal and collective action.

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning.

The four strands are:

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

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies
- outdoor education

Learning objectives - [link](#)

All seven areas are to be included in teaching and learning programmes.



## Relationships and Sexuality Education (RSE)- [link](#)

\* Currently undergoing consultation for a revised RSE framework, therefore current content below might change.

Learning about relationships and sexuality is part of the New Zealand Curriculum and is one aspect of health education (within health and physical education). Learning about health more broadly is essential for the ongoing wellbeing of all the communities in Aotearoa New Zealand.

Today the world is changing rapidly, in multiple ways, and Aotearoa New Zealand is more diverse than ever before, with 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. We acknowledge the increased calls for social inclusion and for the prevention of bullying, violence, and child abuse. We recognise the importance of social and emotional learning for healthy relationships. We acknowledge Aotearoa New Zealand's ongoing commitments to national and international legislation, including Te Tiriti o Waitangi and the Human Rights Act (1993).

**Resources** we use to deliver these achievement objectives.

New Zealand Police resource: Keeping Ourselves Safe (KOS) [link](#)

Pūk

### Key learning at level 1

LEVEL 1	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
<b>Ākonga can show that they:</b>	<ul style="list-style-type: none"> <li>Recognise body parts, including genitals, can name them (in te reo Māori and in English), and understand basic concepts about reproduction.</li> <li>Know about body safety, including hygiene and appropriate touching, know how to show respect for themselves and others, and can use strategies to keep themselves safe (including basic safety strategies online and on devices).</li> </ul>	<ul style="list-style-type: none"> <li>Are able to make friends, be a good friend, be inclusive, and accept and celebrate difference in a range of contexts (including in games, play, classroom activities, and at home).</li> <li>Are able to express their own feelings and needs and can listen and be sensitive to others by showing aroha, care, respect, and manaakitanga in a range of contexts.</li> <li>Know about belonging and about roles and responsibilities at school and within the whānau and wider community.</li> <li>Know who to trust and how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the relationship between gender, identity, and wellbeing.</li> <li>Are able to stand up for themselves and others (eg, if there is unfairness, teasing, bullying, or inappropriate touch).</li> </ul>

### Key learning at level 2

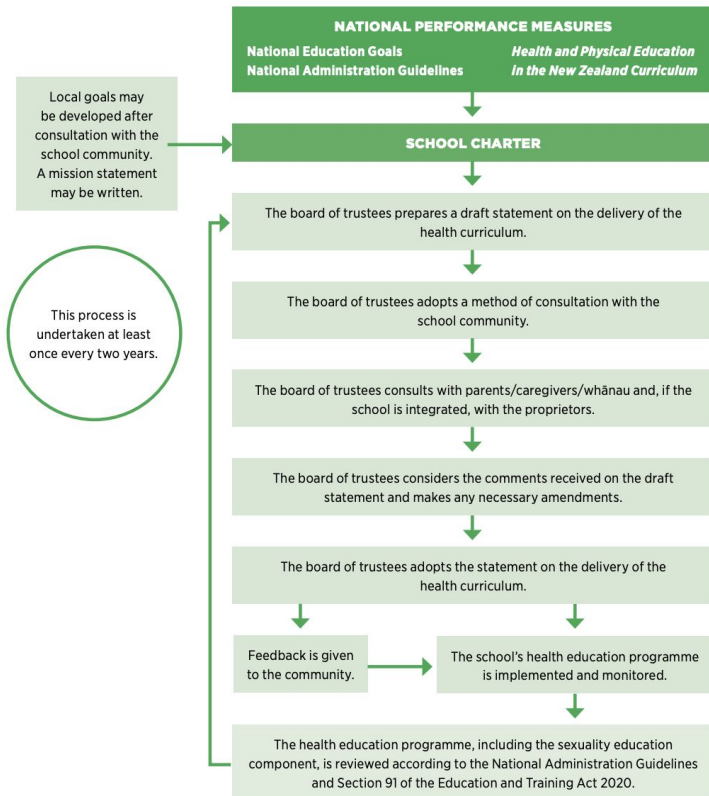
LEVEL 2	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
<b>Ākonga can show that they:</b>	<ul style="list-style-type: none"> <li>Know about human anatomy, about how bodies are diverse and how they change over time, and about human reproductive processes.</li> <li>Understand what consent means in a range of contexts, including online contexts.</li> <li>Are able to give and receive consent (eg, at the doctor, in the playground, or online).</li> </ul>	<ul style="list-style-type: none"> <li>Are able to name and express a wide range of feelings and use skills to manage their feelings.</li> <li>Engage positively with peers and others during play, games, classroom activities, and online (by listening, affirming others, waiting, taking turns, recognising others' feelings and respecting them, and showing manaakitanga, aroha, and responsibility).</li> </ul>	<ul style="list-style-type: none"> <li>Understand that personal identities differ (eg, in terms of gender, ethnicity, language, religion, and whakapapa).</li> <li>Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society.</li> <li>Are able to contribute to and follow guidelines that support inclusive environments in the classroom and school.</li> </ul>

### Key learning at level 3

LEVEL 3	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate relationships, love, families, and parenting	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
<b>Ākonga can show that they:</b>	<ul style="list-style-type: none"> <li>Know about pubertal change and how it is different for different people, and understand associated needs that relate to people's social, emotional, and physical wellbeing.</li> <li>Are able to take part in collective action to implement school and community policies that support young people during pubertal change.</li> <li>Understand different types of relationships (eg, friendships, romantic relationships, relationships between whānau, team, and church members, and online relationships) and understand how relationships influence their own wellbeing and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand consent, pressure, coercion, and rights, and have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts.</li> <li>Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online).</li> <li>Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (eg, at public events, during physical activity and sports, within whānau, in community organisations, and online).</li> <li>Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.</li> </ul>

## At Willowbank School we will:

- Consult with our community on the implementation of the relevant parts of the Health and PE curriculum and every two years thereafter.
- Recognise Te Tiriti o Waitangi in the context of RSE.
- Uphold the human rights of all people living in Aotearoa New Zealand.
- Teach RSE with the aim of contributing to the overall health, wellbeing and resilience of our students.
- Provide a physical environment that is suitable for all students.
- Support regular professional learning for teachers so that they are skillful and comfortable teaching RSE.
- Respect the right of parents to withdraw their children from RSE lessons.



## Other resources:

1. Puberty Talk Powerpoints (Boys and Girls) - on the school website (go to curriculum > Health Education).