

## Hutt Central School Health and Physical Education Curriculum Programme

Our mission at Hutt Central School is to: 'Empower our children to meet the future with confidence. Whakamana hia ngā tamariki kia tutuki ia ratou nga wawata me nga tūmanako'.

Our values Auahatanga / Creativity, Haepapa / Responsibility, Whakaute / Respect, Manawaroa / Resilience guide our teaching and learning.

'Hutt Central School has a strong sense of community that supports an innovative and dynamic approach to children's ongoing education and hauora'. (HCS Shared Vision)

AT HCS our Health and PE Curriculum is based on the *Four underlying concepts of Hauora\** and *Four Strands as outlined in the New Zealand Curriculum*. The Seven Key areas in Health and PE education are:

*Mental Health*

*Sexuality Education*

*Food and Nutrition*

*Body care and Physical Safety*

*Physical Activity*

*Sport Studies*

*Outdoor Education*

**\*HAUORA / WELLBEING:** One of the *New Zealand Curriculum* underlying concepts is Hauora which is a Māori holistic model of health. This model is central to our teaching and learning in Health and PE.



Te whare tapa whā, reminds you to take care of all the different aspects of your life to support your wellbeing.

*Te whare tapa whā is a model of the 4 dimensions of wellbeing developed by Sir Mason Durie in 1984 to provide a Māori perspective on health.*

### PROGRAMMES AND IMPLEMENTATION

#### 1. HEALTH CURRICULUM

Our health education is split into four key learning areas – *food and nutrition, body care and physical safety, mental health and sexuality education* which will be covered over a three year period. Each key learning area has aspects that may be taught at all year levels.

Below are the Health topics we currently cover at Hutt Central School as part of our Health programme:

Key Area of Learning	Programme Content (Depending on student requirements)
Mental Health	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> <li>● Personal identity and self-worth -<i>My personal qualities and those of others in my classroom Families and what makes me and others happy and unique.</i></li> <li>● Stereotyping and discrimination</li> <li>● Effective interpersonal relationships, e.g. friends, respecting and caring for others</li> <li>● Values - <i>School values and our actions / practices</i></li> <li>● Keeping ourselves safe - <i>combining with Police Educator</i></li> <li>● Awareness of Self/Personal Needs - <i>Mindfulness</i></li> <li>● Accessing/Seeking support for Mental Health <i>i.e. Youthline, Kidsline</i></li> </ul>
Food and Nutrition	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> <li>● Nutrition for growth and development across all ages (Healthy Eating)</li> <li>● The links between nutrition, exercise and well-being</li> <li>● The cultural significance of food</li> </ul>
<p>Sexuality Education: <i>In sexuality education, young people learn about themselves and develop knowledge and skills that will help them to interact in positive, respectful, and supportive ways with others</i></p>	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> <li>● Interpersonal skills and attitudes to enhancing relationships <i>Building a positive unified and co-operative class Healthy relationships based on manaakitanga where I can recognise and express my feelings. Managing friendships and challenges as well as helping others. Standing up for myself and staying safe in relation to my wellbeing.</i></li> <li>● Physical changes for students as they develop <i>Growing and changing and how I can care for my body.</i></li> <li>● Pubertal change and Reproduction* <i>Changes that occur during Puberty (senior school) and practices I can do for me and my body.</i></li> <li>● Diversity, Identity and Individuality <i>My personal qualities and those of others in my classroom. Families and what makes me and others happy and unique.</i></li> </ul>
Body Care and Physical Safety	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> <li>● Personal body care, <i>routines and healthy practices</i></li> <li>● Prevention of illness. Injury, infection, disease, common lifestyle disorders</li> <li>● Identifying environmental hazards</li> <li>● Self-responsibility</li> </ul>

The school accesses a range of resources and programmes in our health education such as:

- Keeping Ourselves Safe - all year levels (every second year)
- Life Education - all year levels (every second year) - Health focus dependent on current needs.
- PB4L - Values specific learning
- Resource - Navigating the Journey - Sexuality Education - Yr 1&2 for Years 0-2. 3&4 for Years 4 and 5 - 5&6 for Year 6
- Digital citizenship and making safe online decisions - Be Internet Awesome Programme.
- Emergency Preparedness - Civil Defence, Fire, Earthquake, lockdown etc.
- Dog and animal safety
- Road safety - Crossing the road, pedal ready, scooter skills
- Health related conversations - Onesie Day (Wellington Free Ambulance), Daffodil Day (Caring for sick people), Red Nose day (Children's health), Healthy practices related to Covid 19 (Pandemic)
- Integrated learning - i.e. Water cycle, environmental impact on drinking water and waterways.

Hutt Central School promotes SunSmart in Terms 1 and 4 for all students and staff.

## 2. PHYSICAL EDUCATION CURRICULUM

### Sport and PE Vision at Hutt Central School

The opportunities and experiences in PE and Sport at HCS enable students to think, move and communicate.

A Hutt Central School student will have the opportunity to:

- Develop a strong foundation of fundamental movement skills.
- Understand the concepts of games
- Be competent in a wide range of skills
- Have the confidence to try new activities
- Enjoy participating in sport and physical activity

Hutt Central School students have a positive attitude toward physical activity and hauora (well being). Four aspects underpin all sport and PE at Hutt Central School:

- Students will participate in meaningful activities based on age and level of development (children are not mini-adults)
- The development of Physical Literacy skills
- Doing the right thing at the right stage of development
- Exercise sportsmanship at all times

This vision guides everything we do for our learners in PE and Sport.

In 2016 Hutt Central School adopted the Sportstart programme to guide our teaching and learning in physical education and activity.

Sportstart Website:<https://www.sportcanterbury.org.nz/Resources-and-Funding/For-Teachers-and-Parents/SportStart-Home>

Sportstart focus areas:

- Fundamental movement skills
- Gymnastics
- Athletics
- Invasion Games
- Striking and fielding Games
- Net and wall Games
- Target Games

In these focus areas, students learn transferable skills that allow them to build a foundation of physical literacy that can then be applied to a wide range of sports and games

Aligned with our SportStart focus the following key areas are identified in the curriculum document. They may be included in the two year cycle of Health teaching. 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"><li>● Movement skills in a range of areas</li><li>● Cultural practices in physical activity</li><li>● Their own attitudes and behaviours in physical activity settings</li><li>● Daily opportunities for physical activity - i.e. class / group fitness / movement.</li></ul>
Sport Studies	Opportunities to develop: <ul style="list-style-type: none"><li>● Skills to participate in diverse sporting roles</li><li>● Skills to manage competitive and cooperative environments</li><li>● Knowledge and understanding of different organisation and opportunities in sport</li></ul>
Outdoor Education	Opportunities to develop: <ul style="list-style-type: none"><li>● Adventure activities and outdoor pursuits that focus on the physical,</li></ul>

	social and emotional aspects as well as safe and enjoyable participation in the outdoors and environments beyond our school.
--	--

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

<p><u>Within the school</u></p> <ul style="list-style-type: none"> <li>● Lunchtime sport opportunities_ teacher and student led (Capture the flag, touch tackle, padder tennis etc)</li> <li>● School / Syndicate sports days (Cross Country / Fun run, Athletics etc)</li> <li>● Wheels day (Wheelathon)</li> <li>● Sport in classes and across syndicates</li> <li>● Movin March</li> <li>● School picnic</li> </ul>	<p><u>Afterschool / Weekend</u></p> <ul style="list-style-type: none"> <li>● Touch Rugby</li> <li>● Basketball</li> <li>● Netball</li> <li>● Waterpolo</li> <li>● Badminton</li> </ul>
<p><u>Competitive Opportunities in school time - beyond HCS</u></p> <ul style="list-style-type: none"> <li>● Swimming</li> <li>● Cross Country</li> <li>● Athletics</li> <li>● Rippa Rugby</li> <li>● Wilford exchange</li> </ul>	<p><u>Current Participatory opportunities - beyond our school</u></p> <ul style="list-style-type: none"> <li>● Teeball</li> <li>● Fundamental Skills festival</li> <li>● Non-stop Cricket</li> <li>● Capture the flag</li> <li>● Ki-o-rahi</li> <li>● Weetbix Tryathlon</li> </ul>

## Policy

### **Health Education**

Our 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 (at least once every two years) 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
- consult with members of the **school community** regarding the way in which 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.

### **Consultation on the health curriculum**

The board can use any method of consultation it considers appropriate. Consultation aims to:

- strengthen health and physical education programmes
- help develop related school policies
- contribute to the review and evaluation of programmes
- provide opportunities for students, teachers, parents, and caregivers to enhance students' learning.

The board may not adopt a statement on the delivery of the health curriculum until it has:

- prepared the statement in draft
- given members of the school community an adequate opportunity to comment on the draft statement
- considered any comments received.

---

## **Legislation**

- Education Standards Act 2001

---

## **Resources**

- TKI: **Consultation with Parents, Caregivers, and the Community**
- TKI: **Sexuality Education: A Guide for Principals and Boards of Trustees**
- New Zealand Health Education Association: **Sexuality Education** (see NZHEA SEG Developing a Health Education delivery statement)

## **Health and PE Teaching and Learning Procedure (Community)**

It is a privilege to deliver Health and PE programmes to our tamariki. Staff are aware that students will come to our school from a wide range of diverse backgrounds, cultures, and identities with different values, worldviews and approaches to learning in parts/areas of the health curriculum. Teachers will consider these when planning health related teaching and learning. They will ensure that classroom programmes are delivered in a manner that supports the wellbeing and development of the students and delivers what is in the programme in their class at an age-appropriate level.

All sport and physical activity opportunities that happen outside of the school will be notified via Signmee. Parents / Caregivers will respond via Signmee to give permission.

The school will hold an annual information evening (Term 1) to share the upcoming Health and Physical Education programme.

When a specific discrete notifiable Health focus is covered in class, the teacher will notify via the class email which is sent the previous week.

Any parents / caregivers wishing for their child to be excluded from any particular element of sexuality education in a health education programme will request this in writing to the principal.

The principal will ensure that the student is excluded at the time of the relevant tuition and that they are supervised.

### **Health and Sexuality Education Learning (Staff A-Z Procedure)**

- It is a privilege to deliver Health and PE programmes to our tamariki. Staff are aware that students will come to our school from a wide range of diverse backgrounds, cultures, and identities with different values, worldviews and approaches to learning in parts/areas of the health curriculum.
- Teachers will consider student / whanau background when planning health related teaching and learning.
- Teachers will ensure that classroom programmes are delivered in a manner that supports the wellbeing and development of the students and delivers what is in the programme in their class at an age-appropriate level.
- Classroom teachers will notify whānau of the upcoming specific health discrete notifiable lessons the week prior to teaching.
- A separate syndicate notice will be sent home to senior students (Year 4-6) two weeks prior to the teaching of Human Development and Puberty.
- Resources for the discrete lessons are available in the school office during the term of the teaching and learning. The lesson outline for Human Development and Puberty teaching will be shared in the syndicate notice.
- Classroom teachers will use the specific planning to teach the Health specific discrete lessons.
- All questions linked with health specific discrete learning that students ask will be considered using the question flowchart. If the teacher is unsure, the question will be deferred to be asked at home.
- Whānau who would like their child(ren) to be withdrawn from a discrete health lesson will request this in writing to the Principal. The Principal will reply and carefully arrange for the child(ren) to carry out alternative learning.

### **Use of books in classes in relation to Diversity**

- Teachers are able to use age appropriate resources that include diversity as part of their learning programme without notification when the learning intention of the lesson is not related to the specific aspect of diversity. (For example, a reading group learning about multi-syllabic words using a book with the same sex parents).