



**2018 with Staff and Parent Consultation  
MCS Health Curriculum: 2 Year Plan 2018 - 2020**

Teaching will align with The New Zealand Curriculum definition of Health Education:

*“In health education, students develop their understanding of the factors that influence the health of individuals, groups, and society: lifestyle, economic, social, cultural, political, and environmental factors. Students develop competencies for mental wellness, reproductive health and positive sexuality, and safety management, and they develop understandings of nutritional needs. Students build resilience through strengthening their personal identity and sense of self worth, through managing change and loss, and through engaging in processes for responsible decision-making. They learn to demonstrate empathy, and they develop skills that enhance relationships. Students use these skills and understandings to take critical action to promote personal, interpersonal, and societal well-being.”*  
(The New Zealand Curriculum, 2007, p. 23)

The Education Review Office has identified that schools with effective programmes spend at least 12–15 hours per year on sexuality education (ERO, 2007b), with significantly more time allocated in senior secondary programmes.

Classroom programmes must be sensitively developed so that they respect the diverse values and beliefs of students and of the community. Students’ perspectives and requests need to be included in the regular planning and review of sexuality programmes, and students should be consulted about content and approach.

**Planning for units is developed from the Health & Physical Education strands. These are based around: Level 1 (NE & Yr 2) , Level 2 (Yr 3 & 4) and Level 3 (Yr 5 & 6) and the relevant achievement objectives (AO's) as listed below.**

#### **HEALTH & PHYSICAL EDUCATION STRAND TITLES**

**A = Personal Health & Physical Development;**

**B = Movement Concepts and Motor skills (Physical Education)**

**C = Relationships with Other People;**

**D = Healthy Communities & Environments.**

*Seven Key Areas of Learning in the Health & Physical Education Curriculum:*

- *Mental Health*
- *Sexuality Education*
- *Food and Nutrition*
- *Body Care and Physical Safety*
- *Physical Activity*
- *Sport studies*
- *Outdoor Education*

#### **A. Personal Health & Physical Development:**

- Personal growth and development
- Regular physical activity
- Safety management
- Personal identity

#### **B. Movement Concepts and Motor skills (Physical Education)**

- Movement skills
- Positive attitudes
- Science and technology
- Challenges and social and cultural factors

#### **C. Relationships with Other People**

- Relationships
- Identity, sensitivity, and respect
- Interpersonal skills

#### **D. Healthy Communities and Environments**

- Societal attitudes and values
- Community resources
- Rights, responsibilities, and laws
- People and the environment



## **MCS Two Year Overview 2018-2020**

### **2018: School-wide Health Curriculum**

#### **Term 1: D. Healthy Communities and Environments & C. Relationships with Other People**

##### **D. Healthy Communities and Environments: Societal attitudes and Values**

Programmes: Classroom Ecology, Class Treaties, Cyber Safety, Risk Management, and Ethnic Food Fair

##### **D. Healthy Communities and Environments: Community Resources**

Programmes: Ethnic Food Fair

##### **C. Relationships with Other People: Relationships**

Programmes: Classroom Ecology, Class Treaty, Cyber Safety, and Risk Management

##### **Key area of learning: Outdoor Education (Yr 6 Camp) and school and off-site activities**

**School Value:** Community

**B: *Movement Concepts and Motor Skills*** - *Kiwisport: Yr 0-3 Get Set Go; Y 4-6 Jump Run Throw, EOTC Yr 6; Eastern Zone Sports*

#### **Term 2: A. Personal Health and Physical Development**

##### **A. Personal Health and Physical Development: Safety management**

Programme: KOS (Keeping Ourselves Safe)

##### **A. Personal Health and Physical Development: Personal Identity**

Programme: Mental Health, Positive Self Image, and Risk Management

##### **Key area of learning: Body Care and Physical Safety; Mental Health**

**School Value:** Independence

**B: *Movement Concepts and Motor Skills*** - *Kiwisport: Yr 0-6 Large ball skills (Football); School Cross Country; PMP Perceptual Motor Programme (Yr 0-2); Eastern Zone Sports*

#### **Term 3: D. Healthy Communities and Environments**

##### **D. Healthy Communities and Environments: Community Resources**

Programmes: Nutritional needs, serving and cooking (Cultural week)

##### **D. Healthy Communities and Environments: People and the Environment**

Programme: Cultural week

##### **Key area of learning: Food and Nutrition**

**School Value:** Respect

**B: *Movement Concepts and Motor Skills*** - *Swimming school wide programme: Yr 5/6 Aquatic Centre, PMP Perceptual Motor Programme (Yr 0-2); Eastern Zone Sports (Yr 3-6)*

#### **Term 4: A. Personal Health and Physical Development**

##### **A. Personal Health and Physical Development: Personal Identity**

Programme: Positive Relationships, Positive Self- image Life Education

##### **Key area of learning: Sexuality Education & Body Care and Physical Safety**

**School Value:** all values

**B: *Movement Concepts and Motor Skills*** - *Swimming school wide programme: Yr 0-4 Aquatic Centre; Eastern Zone Sports & School-wide Athletics*



## MCS Two Year Overview 2018-2020

### 2019 School-wide Health Curriculum

#### **Term 1: D. Healthy Communities and Environments & C. Relationships with Other People**

##### **D. Healthy Communities and Environments: Societal attitudes and Values**

Programmes: Classroom Ecology, Class Treaties, Cyber safety, Risk Management, and Ethnic Food Fair

##### **D. Healthy Communities and Environments: Community Resources**

Programmes: Ethnic Food Fair

##### **C. Relationships with Other People: Relationships**

Programmes: Classroom Ecology, Class Treaty, Cyber safety, Risk Management

##### **Key area of learning: Outdoor Education (Yr 6 Camp) and school and off-site activities**

**School Value:** Community

**B: Movement Concepts and Motor Skills** - School-wide Tennis programme; Yr 0-6 Get Set Go; EOTC Yr 6; Eastern Zone Sports (Yr 3-6)

#### **Term 2: D. Healthy Communities and Environments, C. Relationships with Other People & A. Personal Health**

##### **D. Healthy Communities and Environments: Societal attitudes and Values**

Programmes: Classroom Ecology, Class Treaty, Cyber safety, and Risk Management

##### **C. Relationships with Other People: Relationships**

Programmes: Classroom Ecology, Class Treaty, Cyber safety, and Risk Management

##### **A. Personal Health: Personal growth and development**

Programme: Life Ed modules - healthy eating

##### **D. Healthy Communities and Environments: Right, responsibilities and laws**

Programme: Life Ed modules - healthy eating

##### **Key area of learning: Food and Nutrition**

**School Value:** Respect

**B: Movement Concepts and Motor Skills** - KIWISPORT: Yr 0-6 Large ball skills (Netball/Basketball); School Cross Country; PMP Perceptual Motor Programme (Yr 0-2); Eastern Zone Sports (Yr 3-6)

#### **Term 3: C. Relationships with Other People & A. Personal Health:**

##### **C. Relationships with Other People: Relationships; Identify, sensitivity and respect; Interpersonal skills**

Programmes: Kia Kaha - anti-bullying strategies (NZ Police Resource), Positive Self-image

##### **A. Personal Health: Personal growth and development**

Programmes: Kia Kaha - anti-bullying strategies (NZ Police Resource), Positive Self-image

##### **Key area of learning: Mental Health**

**School Value:** All values

**B: Movement Concepts and Motor Skills** - Swimming school wide programme: Yr 5/6 Aquatic Centre, PMP Perceptual Motor Programme (Yr 0-2); Eastern Zone Sports (Yr 3-6)

#### **Term 4: A. Personal Health and Physical Development:**

##### **A. Personal Health: Personal Growth and Development: Regular Physical Activity & Personal Identity**

Programme: Fitness and 'Jump Jam'

##### **Key area of learning: Body Care and Physical Safety**

**School Value:** Independence

**B: Movement Concepts and Motor Skills** - Swimming school wide programme: Yr 0-4 Aquatic Centre; Eastern Zone Sports (Yr 3-6) & School-wide Athletics

**Level 3: Year 5 / 6 Achievement Objectives**

Seven Key Area Foci	Key Area of Learning	Curriculum Level and Achievement Objectives	Possible Learning Contexts
<p><b>Food &amp; Nutrition</b></p>	<p><b>Term 3 2018 and Term 2 2019</b>  <b>Food and Nutrition</b>  <i>Students require learning opportunities in food and nutrition education that will enable them to develop:</i></p> <ul style="list-style-type: none"> <li>● Knowledge and understanding of the nutrition, people across all age groups require for growth and development;</li> <li>● Knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition;</li> <li>● The skills needed to prepare food successfully and safely at a personal level and as a shared responsibility.</li> </ul>	<p><b>A. Personal Health and Physical Development:</b>  <b>A1 Personal Growth and Development:</b>            Students will:            Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes</p> <p><b>Healthy Communities and Environments:</b>  <b>D1 Societal attitudes and values</b>            Students will:            Identify how health care and physical activity practices are influenced by community and environmental factors.</p>	<p>Be Healthy Be Active</p> <p>Food and You</p> <p>Nutritional foods</p> <p>Life Education programme 2019</p> <p>Cultural week</p> <p>Ethnic Food fair</p> <p>Bronze Award Water only School</p>
<p><b>Sexuality Education</b></p> <p><b>Body Care and Physical Safety</b></p> <p><b>Outdoor Education</b></p>	<p><b>Term 4 2018</b>  <b>Sexuality Education</b>  <i>Students require a range of developmentally appropriate learning opportunities in sexuality education. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>● Knowledge, understandings and skills relating to sexual development – physical, emotional, and social</li> <li>● Personal and interpersonal skills and related attitudes, including:               <ul style="list-style-type: none"> <li>- affirming diversity and enhancing relationships in games and physical activities</li> <li>- self worth: identifying and affirming the feelings and beliefs of self and others</li> <li>- recognising media, social media, and consumer influences</li> </ul> </li> <li>● Understandings and skills to enhance relationships.</li> </ul>	<p><b>A. Personal Health and Physical Development</b>  <b>A1 Personal growth and Development</b>            Students will:            Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.            Develop knowledge of puberty, and growth and development needs.</p> <p><b>A3 Safety Management</b>            Students will:            Identify risks and their causes and describe safe practices to manage these</p> <p><b>A4 Personal identity</b>            Students will:            Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.</p>	<p>Life Education - positive relationships</p> <p>Positive Puberty MOE Resource - Physical development and Positive relationships</p> <p>Classroom ecology programmes - self worth and Team</p> <p>Keeping Ourselves Safe</p> <p>Kia Kaha</p> <p>Yr 6 Camp, EOTC and RAM's (Risk Management Analysis)</p>

<p><b>Physical Activity</b></p> <p><b>Food &amp; Nutrition</b></p>	<p><b>All terms in 2018 &amp; 2019</b>  <b>Food and Nutrition / Physical Activity</b>  <i>Students require learning opportunities in food and nutrition education that will enable them to develop:</i></p> <ul style="list-style-type: none"> <li>• Understanding of how nutrition, exercise, and well-being are related;</li> <li>• Knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition.</li> </ul>	<p><b>A. Personal Health &amp; Physical Development D. Healthy Communities and Environments</b>  <b>A2 Regular physical activity</b>  Students will:  Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.</p> <p><b>D1 Societal attitudes and values</b>  Students will:  Identify how health care and physical activity practices are influenced by community and environmental factors.</p>	<p>Be Healthy Be Active</p> <p>Jump Jam</p> <p>Cultural week</p> <p>Athletics activities</p> <p>Cross country</p> <p>Swimming program</p> <p>Kiwisport activities</p> <p>Eastern Zone (EZ) Sports</p> <p>Community Fun Events</p>
<p><b>Mental Health</b></p> <p><b>Body Care</b></p>	<p><b>Term 1 2018, Term 1 2019 &amp; Term 4 2018</b>  <b>Healthy Communities and Environments; Relationships with Other People</b>  <b>Mental Health</b>  <i>Students require a range of learning opportunities in mental health. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills to strengthen personal identity and enhance a sense of self-worth;</li> <li>• Knowledge, understandings and skills to examine discrimination and stereotyping, and to evaluate their impact on people’s mental health;</li> <li>• Understandings and personal and interpersonal skills to enhance relationships;</li> <li>• Knowledge, understandings and skills to recognise and respond to situations of abuse and harassment;</li> <li>• Knowledge, understandings and skills to support themselves and other people during times of stress, disappointment, and loss;</li> <li>• Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society.</li> </ul>	<p><b>A. Personal Health and Physical Development D. Healthy Communities and Environments &amp; C. Relationships with Other People</b>  <b>A4 Personal identity</b>  Students will:  Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.</p> <p><b>C1 Relationships</b>  Students will:  Identify and compare ways of establishing relationships and managing changing relationships.</p> <p><b>C2 Identity, sensitivity, and respect</b>  Students will:  Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p> <p><b>C3 Interpersonal skills</b>  Students will:  Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</p> <p><b>D2 Community resources</b>  Students will:  Participate in communal events and describe how such events enhance the well-being of the community.</p>	<p>Life Education - positive relationships</p> <p>Classroom Ecology</p> <p>PB4L - positive behaviour for learning</p> <p>Community Support Agencies</p> <p>Ethnic Food Fair</p> <p>Cultural Week</p>

<p><b>Mental Health</b></p> <p><b>Body Care and Physical Safety</b></p>	<p><b>Term 2 2018</b></p> <p><b>Mental Health</b></p> <p><i>Students require a range of learning opportunities in mental health. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills to strengthen personal identity and enhance a sense of self-worth;</li> <li>• Knowledge, understandings and skills to recognise and respond to situations of abuse and harassment;</li> <li>• Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society.</li> </ul>	<p><b>A. Personal Health &amp; Physical Development</b></p> <p><b>D. Healthy Communities and Environments</b></p> <p><b>A3 Safety management</b></p> <p>Students will: Identify risks and their causes and describe safe practices to manage these.</p> <p><b>D3 Rights, responsibilities, and laws</b></p> <p>Students will: Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness</p>	<p>Keeping Ourselves Safe (KOS) Police Programme</p>
<p><b>Body Care and Physical Safety</b></p>	<p><b>Safe Communities: Body Care and Physical Safety</b></p> <p><i>Students require a range of learning opportunities, which include opportunities to:</i></p> <ul style="list-style-type: none"> <li>• Develop knowledge, understandings, and skills for personal body care;</li> <li>• Develop knowledge and skills for the prevention of illness, injury, infection, disease, and common lifestyle disorders;</li> <li>• Develop the ability to identify environmental hazards;</li> <li>• Practise strategies to avoid or minimise harm from environmental hazards and learn emergency procedures for managing risk situations;</li> <li>• Develop attitudes and values that encourage them to take responsibility for their own physical well-being and that of other people and to care for the environment.</li> </ul>	<p><b>A. Personal Health &amp; Physical Development &amp; D. Healthy Communities and Environments</b></p> <p><b>A3 Safety management</b></p> <p>Students will: Identify risks and their causes and describe safe practices to manage these.</p> <p><b>D3 Rights, responsibilities, and laws</b></p> <p>Students will: Research and describe current healthy and safety guidelines and practices in their school and take action to enhance their effectiveness.</p> <p><b>D4 People and the environment</b></p> <p>Students will: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p>	<p>EOTC activities</p>
<p><b>Mental Health</b></p>	<p><b>Term 3 2019</b></p> <p><b>Bullying Prevention and Anti-Bullying</b></p> <p><i>Students require a range of learning opportunities, which include opportunities to discuss and learn strategies to deal with situations involving:</i></p> <ul style="list-style-type: none"> <li>• Racist bullying</li> <li>• Bullying of students with special needs</li> <li>• Homophobic bullying</li> </ul>	<p><b>C. Relationships with Other People &amp; D. Healthy Communities and Environments</b></p> <p><b>C1 Relationships</b></p> <p>Students will: Identify and compare ways of establishing relationships and managing changing relationships.</p>	<p>PB4L</p> <p>Keeping Ourselves Safe</p> <p>Kia Kaha</p> <p>Bullying Free NZ website</p> <p>Netsafe (Norrcom)</p>

	<ul style="list-style-type: none"> <li>● Transgender bullying</li> <li>● Sexual harassment</li> <li>● Cyberbullying</li> </ul>	<p><b>C2 Identity, sensitivity, and respect</b> Students will: Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p> <p><b>C3 Interpersonal skills</b> Students will: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</p> <p><b>D3 Rights, responsibilities, and laws</b> Students will: Research and describe current healthy and safety guidelines and practices in their school and take action to enhance their effectiveness.</p> <p><b>D4 People and the environment</b> Students will: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p>	
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## Level 2: Year 3 / 4 programme

### Level 2: Year 3 / 4 Achievement Objectives

Seven Key Area Foci	Key Area of Learning	Curriculum Level and Achievement Objectives	Possible Learning Contexts
<b>Food &amp; Nutrition</b>	<p><b>Term 3 2018 and Term 2 2019</b>  <b>Food and Nutrition</b>  <i>Students require learning opportunities in food and nutrition education that will enable them to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the nutrition, people across all age groups require for growth and development;</li> <li>• Knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition;</li> <li>• The skills needed to prepare food successfully and safely at a personal level and as a shared responsibility.</li> </ul>	<p><b>A. Personal Health and Physical Development:</b>  <b>A1 Personal Growth and Development:</b>            Students will:            Describe their stages of development needs and demonstrate increasing responsibility for self-care.</p> <p><b>D. Healthy Communities and Environments:</b>  <b>D1 Societal attitudes and values</b>            Students will:            Explore how people’s attitudes and values, and actions contribute to healthy physical and social environments.</p>	<p>Be Healthy Be Active</p> <p>Food and You</p> <p>Nutritional foods</p> <p>Life Education programme 2019</p> <p>Cultural week</p> <p>Ethnic Food fair</p> <p>Bronze Award Water only School</p>
<b>Sexuality Education</b>  <b>Body Care and Physical Safety</b>  <b>Outdoor Education</b>	<p><b>Term 4 2018</b>  <b>Sexuality Education</b>  <i>Students require a range of developmentally appropriate learning opportunities in sexuality education. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills relating to sexual development – physical, emotional, and social</li> <li>• Personal and interpersonal skills and related attitudes, including:               <ul style="list-style-type: none"> <li>- affirming diversity and enhancing relationships in games and physical activities</li> <li>- self worth: identifying and affirming the feelings and beliefs of self and others</li> <li>- recognising media, social media, and consumer influences</li> </ul> </li> <li>• Understandings and skills to enhance relationships.</li> </ul>	<p><b>A. Personal Health and Physical Development</b>  <b>A1 Personal Growth and Development</b>            Students will:            Describe their stages of development needs and demonstrate increasing responsibility for self-care.</p> <p><b>A3 Safety Management</b>            Students will:            Identify risk and use safe practices in a range of contexts.</p> <p><b>A4 Personal identity</b>            Students will:            Identify personal qualities that contribute to a sense of self-worth.</p>	<p>Life Education - positive relationships</p> <p>Physical development and Positive relationships</p> <p>Classroom ecology programmes - self worth and Team</p> <p>Keeping Ourselves Safe</p> <p>Kia Kaha</p> <p>EOTC and RAM’s (Risk Management Analysis)</p>

<p><b>Physical Activity</b></p> <p><b>Food &amp; Nutrition</b></p>	<p><b>All terms in 2018 &amp; 2019</b></p> <p><b>Food and Nutrition / Physical Activity</b></p> <p><i>Students require learning opportunities in food and nutrition education that will enable them to develop:</i></p> <ul style="list-style-type: none"> <li>• Understanding of how nutrition, exercise, and well-being are related;</li> <li>• Knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition.</li> </ul>	<p><b>A Personal Health &amp; Physical Development</b></p> <p><b>A2 Regular physical activity</b></p> <p>Students will: Experience creative, regular, and enjoyable physical activities and describe the benefits of well being.</p> <p><b>D1 Societal attitudes and values</b></p> <p>Students will: Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.</p>	<p>Be Healthy Be Active</p> <p>Jump Jam</p> <p>Cultural week</p> <p>Athletics activities</p> <p>Cross country</p> <p>Swimming program</p> <p>Kiwisport activities</p> <p>Eastern Zone (EZ) Sports</p> <p>Community Fun Events</p>
<p><b>Mental Health</b></p> <p><b>Body Care</b></p>	<p><b>Term 1 2018, Term 1 2019 &amp; Term 4 2018</b></p> <p><b>Healthy Communities and Environments; Relationships with Other People</b></p> <p><b>Mental Health</b></p> <p><i>Students require a range of learning opportunities in mental health. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills to strengthen personal identity and enhance a sense of self-worth;</li> <li>• Knowledge, understandings and skills to examine discrimination and stereotyping, and to evaluate their impact on people’s mental health;</li> <li>• Understandings and personal and interpersonal skills to enhance relationships;</li> <li>• Knowledge, understandings and skills to recognise and respond to situations of abuse and harassment;</li> <li>• Knowledge, understandings and skills to support themselves and other people during times of stress, disappointment, and loss;</li> <li>• Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society.</li> </ul>	<p><b>A. Personal Health and Physical Development</b></p> <p><b>D. Healthy Communities and Environments &amp; C. Relationships with Other People</b></p> <p><b>A4 Personal identity</b></p> <p>Students will: Identify personal qualities that contribute to a sense of self-worth.</p> <p><b>C1 Relationships</b></p> <p>Students will: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p><b>C2 Identity, sensitivity, and respect</b></p> <p>Students will: Describe how individuals and groups share characteristics and are also unique.</p> <p><b>C3 Interpersonal skills</b></p> <p>Students will: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p><b>D2 Community resources</b></p> <p>Students will: Identify and use local community resources and explain how these contribute to a healthy community.</p>	<p>Life Education - positive relationships</p> <p>Classroom Ecology</p> <p>PB4L - positive behaviour for learning</p> <p>Community Support Agencies</p> <p>Ethnic Food Fair</p> <p>Cultural Week</p>

<b>Mental Health</b>  <b>Body Care and Physical Safety</b>	<b>Term 2 2018</b> <b>Mental Health</b> <i>Students require a range of learning opportunities in mental health. These include opportunities to develop:</i> <ul style="list-style-type: none"> <li>● Knowledge, understandings and skills to strengthen personal identity and enhance a sense of self-worth;</li> <li>● Knowledge, understandings and skills to recognise and respond to situations of abuse and harassment;</li> <li>● Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society.</li> </ul>	<b>A. Personal Health &amp; Physical Development</b> <b>D. Healthy Communities and Environments</b>  <b>A3 Safety management</b> Students will: Identify risk and use safe practices in a range of contexts.  <b>D3 Rights, responsibilities, and laws</b> Students will: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.	Keeping Ourselves Safe (KOS) Police Programme
<b>Body Care and Physical Safety</b>	<b>Safe Communities: Body Care and Physical Safety</b> <i>Students require a range of learning opportunities, which include opportunities to:</i> <ul style="list-style-type: none"> <li>● Develop knowledge, understandings, and skills for personal body care;</li> <li>● Develop knowledge and skills for the prevention of illness, injury, infection, disease, and common lifestyle disorders;</li> <li>● Develop the ability to identify environmental hazards;</li> <li>● Practise strategies to avoid or minimise harm from environmental hazards and learn emergency procedures for managing risk situations;</li> <li>● Develop attitudes and values that encourage them to take responsibility for their own physical well-being and that of other people and to care for the environment.</li> </ul>	<b>A. Personal Health &amp; Physical Development &amp; D. Healthy Communities and Environments</b> <b>A3 Safety management</b> Students will: Identify risk and use safe practices in a range of contexts.  <b>D3 Rights, responsibilities, and laws</b> Students will: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.	EOTC activities
<b>Mental Health</b>	<b>Term 3 2019</b> <b>Bullying Prevention and Anti-Bullying</b> <i>Students require a range of learning opportunities, which include opportunities to discuss and learn strategies to deal with situations involving:</i> <ul style="list-style-type: none"> <li>● Racist bullying</li> </ul>	<b>C. Relationships with Other People &amp; D. Healthy Communities and Environments</b> <b>C1 Relationships</b> Students will: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.	PB4L  Keeping Ourselves Safe  Kia Kaha  Bullying Free NZ website

	<ul style="list-style-type: none"> <li>● Bullying of students with special needs</li> <li>● Gender bullying</li> <li>● Sexual harassment</li> <li>● Cyberbullying</li> </ul>	<p><b>C2 Identity, sensitivity, and respect</b> Students will: Describe how individuals and groups share characteristics and are also unique.</p> <p><b>C3 Interpersonal skills</b> Students will: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p><b>D3 Rights, responsibilities, and laws</b> Students will: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.</p>	<p>Netsafe (Norrcom)</p>
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## Level 1: Year 1 / 2 programme

### Level 1: Year 1 / 2 Achievement Objectives

Seven Key Area Foci	Key Area of Learning	Curriculum Level and Achievement Objectives	Possible Learning Contexts
<b>Food &amp; Nutrition</b>	<p><b>Term 3 2018 and Term 2 2019</b>  <b>Food and Nutrition</b>  <i>Students require learning opportunities in food and nutrition education that will enable them to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the nutrition, people across all age groups require for growth and development;</li> <li>• Knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition;</li> <li>• The skills needed to prepare food successfully and safely at a personal level and as a shared responsibility.</li> </ul>	<p><b>A. Personal Health and Physical Development:</b>  <b>A1 Personal Growth and Development:</b>            Students will:            Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</p> <p><b>D. Healthy Communities and Environments:</b>  <b>D2 Rights, responsibilities, and laws; People and the environment</b>            Students will:            Take individual and collective action to contribute to environments that can be enjoyed by all.</p>	<p>Be Healthy Be Active</p> <p>Food and You</p> <p>Nutritional foods</p> <p>Life Education programme 2019</p> <p>Cultural week</p> <p>Ethnic Food fair</p> <p>Bronze Award Water only School</p>
<p><b>Sexuality Education</b></p> <p><b>Body Care and Physical Safety</b></p> <p><b>Outdoor Education</b></p>	<p><b>Term 4 2018</b>  <b>Sexuality Education</b>  <i>Students require a range of developmentally appropriate learning opportunities in sexuality education. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills relating to sexual development – physical, emotional, and social</li> <li>• Personal and interpersonal skills and related attitudes, including:               <ul style="list-style-type: none"> <li>- affirming diversity and enhancing relationships in games and physical activities</li> <li>- self worth: identifying and affirming the feelings and beliefs of self and others</li> <li>- recognising media, social media, and consumer influences</li> </ul> </li> <li>• Understandings and skills to enhance relationships.</li> </ul>	<p><b>A. Personal Health and Physical Development</b>  <b>A1 Personal Growth and Development</b>            Students will:            Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</p> <p><b>A3 Safety Management</b>            Students will:            Describe and use safe practices in a range of contexts and identify people who can help.</p> <p><b>A4 Personal identity</b>            Students will:            Describe themselves in relation to a range of contexts.</p>	<p>Life Education - positive relationships</p> <p>Physical development and Positive relationships</p> <p>Classroom ecology programmes - self worth and Team</p> <p>Keeping Ourselves Safe</p> <p>Kia Kaha</p> <p>EOTC and RAM's (Risk Management Analysis)</p>

<p><b>Physical Activity</b></p> <p><b>Food &amp; Nutrition</b></p>	<p><b>All terms in 2018 &amp; 2019</b>  <b>Food and Nutrition / Physical Activity</b>  <i>Students require learning opportunities in food and nutrition education that will enable them to develop:</i></p> <ul style="list-style-type: none"> <li>• Understanding of how nutrition, exercise, and well-being are related;</li> <li>• Knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition.</li> </ul>	<p><b>A. Personal Health &amp; Physical Development</b>  <b>A2 Regular physical activity</b>  Students will:  Participate in creative and regular physical activities and identify enjoyable experiences.</p>	<p>Be Healthy Be Active</p> <p>Jump Jam</p> <p>Cultural week</p> <p>Athletics activities</p> <p>Cross country</p> <p>Swimming program</p> <p>Kiwisport activities</p> <p>Community Fun Events</p>
<p><b>Mental Health</b></p> <p><b>Body Care</b></p>	<p><b>Term 1 2018, Term 1 2019 &amp; Term 4 2018</b>  <b>Healthy Communities and Environments; Relationships with Other People</b>  <b>Mental Health</b>  <i>Students require a range of learning opportunities in mental health. These include opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills to strengthen personal identity and enhance a sense of self-worth;</li> <li>• Understandings and personal and interpersonal skills to enhance relationships;</li> <li>• Knowledge, understandings and skills to recognise and respond to situations of abuse and harassment;</li> <li>• Knowledge, understandings and skills to support themselves and other people during times of stress, disappointment, and loss;</li> <li>• Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society.</li> </ul>	<p><b>A. Personal Health and Physical Development</b>  <b>D. Healthy Communities and Environments &amp; C. Relationships with Other People</b>  <b>A4 Personal identity</b>  Students will:  Describe themselves in relation to a range of contexts.</p> <p><b>C1 Relationships</b>  Students will:  Explore and share ideas about relationships with other people.</p> <p><b>C2 Identity, sensitivity, and respect</b>  Students will:  Demonstrate respect through sharing and co-operation in groups.</p> <p><b>C3 Interpersonal skills</b>  Students will:  Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.</p> <p><b>D1 Community resources</b>  Students will:  Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.</p>	<p>Life Education - positive relationships</p> <p>Classroom Ecology</p> <p>PB4L - positive behaviour for learning</p> <p>Community Support Agencies</p> <p>Ethnic Food Fair</p> <p>Cultural Week</p>
<p><b>Mental Health</b></p> <p><b>Body Care and Physical Safety</b></p>	<p><b>Term 2 2018</b>  <b>Mental Health</b>  <i>Students require a range of learning opportunities in mental health. These include</i></p>	<p><b>A. Personal Health &amp; Physical Development</b>  <b>D. Healthy Communities and Environments</b></p>	<p>Keeping Ourselves Safe (KOS) Police Programme</p>

	<p><i>opportunities to develop:</i></p> <ul style="list-style-type: none"> <li>• Knowledge, understandings and skills to strengthen personal identity and enhance a sense of self-worth;</li> <li>• Knowledge, understandings and skills to recognise and respond to situations of abuse and harassment;</li> <li>• Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society.</li> </ul>	<p><b>A3 Safety management</b> Students will: Describe and use safe practices in a range of contexts and identify people who can help.</p> <p><b>D2 Rights, responsibilities, and laws</b> Students will: Take individual and collective action to contribute to environments that can be enjoyed by all.</p>	
<b>Body Care and Physical Safety</b>	<p><b>Safe Communities: Body Care and Physical Safety</b> <i>Students require a range of learning opportunities, which include opportunities to:</i></p> <ul style="list-style-type: none"> <li>• Develop knowledge, understandings, and skills for personal body care;</li> <li>• Develop knowledge and skills for the prevention of illness, injury, infection, and disease;</li> <li>• Develop the ability to identify environmental hazards;</li> <li>• Practise strategies to avoid or minimise harm from environmental hazards and learn emergency procedures for managing risk situations;</li> <li>• Develop attitudes and values that encourage them to take responsibility for their own physical well-being and that of other people and to care for the environment.</li> </ul>	<p><b>A. Personal Health &amp; Physical Development &amp; D. Healthy Communities and Environments</b></p> <p><b>A3 Safety management</b> Students will: Describe and use safe practices in a range of contexts and identify people who can help.</p> <p><b>D2 Rights, responsibilities, and laws</b> Students will: Take individual and collective action to contribute to environments that can be enjoyed by all.</p>	EOTC activities
<b>Mental Health</b>	<p><b>Term 3 2019</b> <b>Bullying Prevention and Anti-Bullying</b> <i>Students require a range of learning opportunities, which include opportunities to discuss and learn strategies to deal with situations involving:</i></p> <ul style="list-style-type: none"> <li>• Racist bullying</li> <li>• Bullying of students with special needs</li> <li>• Gender bullying</li> </ul>	<p><b>C. Relationships with Other People &amp; D. Healthy Communities and Environments</b></p> <p><b>C1 Relationships</b> Students will: Explore and share ideas about relationships with other people.</p> <p><b>C2 Identity, sensitivity, and respect</b> Students will: Demonstrate respect through sharing and co-operation in groups.</p> <p><b>C3 Interpersonal skills</b> Students will: Express their own ideas, needs,</p>	<p>PB4L</p> <p>Keeping Ourselves Safe</p> <p>Kia Kaha</p> <p>Bullying Free NZ website</p>

		<p>wants, and feelings clearly and listen to those of other people.</p> <p><b>D2 Rights, responsibilities, and laws</b>  Students will:  Take individual and collective action to contribute to environments that can be enjoyed by all.</p>	
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Attached:

Health and Physical Education in *The New Zealand Curriculum* - Suggested learning intentions for sexuality education: Level 1 (Yr 1 and 2 students), Level 2 (Year 3 and 4 students) and Level 3 (Year 5 and 6 students).