

Board of Trustees Health Consultation 2022

Legislative Requirements for Consultation about the Implementation of the Health Curriculum

Section 91 of the Education and Training Act 2020 Health Education is the only part of the school's curriculum for which the law specifically requires the Board of Trustees to consult with the school's community. It requires the Board to consult with the school community at least once every two years on how the school will implement the health education component of the curriculum. The Board is required to adopt a statement on the delivery of the health curriculum following this consultation.

11 November 2022

Dear Parents / Caregivers,

Requirement

Our requirement as part of the Education Act is to consult the community every two years, to update our statement on the delivery of the Health Curriculum. As such we would like you to review the *School Health Statement* and the way we implement the health curriculum at Glendowie School. In consultation with management, the Board's responsibility is to: resource this curriculum area, ensure professional development has been provided for the teachers, and ensure the teaching and learning programmes cover the NZ curriculum.

Process

We would like our parent community to either agree to the School Health Statement and the way we deliver the health curriculum or ask us to consider any suggestions for change. If there are no recommendations then no response is needed to this consultation. The Board will consider any comments which arise from this consultation process.

The process of consultation will be:

- (a) Time of response – two weeks.
- (b) Responses to be returned by **Friday 25th November 2022** to the office or emailed to office@glendowie.school.nz
- (c) Data will be collated by the BOT and the community will be advised of the results.
- (d) Changes will be implemented (if required).
- (e) The Board will adopt the revised school statement if changes are implemented on the delivery of the curriculum.

Draft School Health Statement for 2023

At Glendowie, our health programme aligns with the school vision statement of *I Care* and develops *the competencies, knowledge and skills* of our students, *to become lifelong learners, with the ability and confidence to adapt to change and accept challenges.*

Glendowie will implement a health programme based on the NZ curriculum in the four key areas of learning of: Mental Health, Relationships and Sexuality, Food and Nutrition, Body Care and Physical Safety. A school overview will be developed to show what the students will be inquiring about in their PYP units and any other extra programmes.

Our approach to delivering the health programme will be to integrate the key areas of learning within our PYP units so that they are relevant, engaging and challenging at each year level. We will also utilise other programmes and use outside facilitators, who will deliver content to strengthen our PYP units or address other needs we have identified. PYP units will be regularly reviewed in order to ensure that our health programme is meeting the learning needs of our students.

Regards

Glendowie Board of Trustees

Health overview 2022

For Parent Health Consultation

The NZ Curriculum Health & PE

Hauora

Hauora is a Māori philosophy of health unique to Aotearoa. Each of these dimensions influences and supports the others.

1. Taha tinana (physical well being)
2. Taha hinengaro (mental and emotional wellbeing)
3. Taha whānau (social & family wellbeing)
4. Taha wairua (spiritual wellbeing including values and beliefs)

Key Learning Areas

Health and Physical Education are linked in one curriculum document. For the purpose of providing clear information about the health programmes we provide, we have identified four key learning areas related to Health which will guide this consultation. The other 3 areas (physical activity, sport studies and outdoor education) become part of our PE programme and not required for the purpose of this consultation.

Key Learning Areas from NZ curriculum

Mental Health:	With hauora as a foundation, quality mental health education emphasises self-understanding, belonging, and connectedness. It is grounded in culture, place, and history. Learning in mental health education should be effective, safe, inclusive, and mana enhancing.	<i>Enhance interpersonal skills by being dependable, showing leadership or being an active team member. Knowing how to support themselves and others during times of stress or loss eg by actively listening and being empathic. Strengthening their personal identity, resilience and self-worth eg by making connections to family and culture & heritage. Being able to make informed health enhancing decisions including for senior students, understanding the impact of drugs and alcohol</i>
Relationships and Sexuality Education	All ākonga equally deserve an education that enables them to develop healthy relationships, become positive in their own identities, and develop competencies for promoting and sustaining their own wellbeing and that of others.	<i>Having respect for themselves and other people in a variety of different situations. Know about pubertal change, human anatomy and how bodies are diverse and change over time. Learning about the social and cultural influences that shape the ways people learn about and express themselves.</i>
Food and Nutrition	The aim of food and nutrition education is for ākonga to make informed decisions about food that will contribute to their own wellbeing and that of other people.	<i>Understanding that nutrition, exercise, and wellbeing are related and they are all required for growth and development. Cultural significance associated with food and nutrition. Selecting and preparing food and understanding eating patterns that reflect health-enhancing attitudes towards nutrition. Having practical cooking experiences so they are able to prepare food safely.</i>
Body Care and Physical Safety	The aim of the body care and physical safety key area of learning is for ākonga to make informed decisions about body care, to recognise hazards in the environment, and to adopt safe practices in relation to these	<i>The prevention of illness, injury, infection, disease. Practical ways of caring for themselves and other people during times of illness, injury or accident, and rehabilitation. Identifying environmental hazards, such as hazards in the home, near roads, in playgrounds and outdoor environments and risks relating to fire, sun, water, poisons, and passive smoking. Practising strategies to avoid/minimise harm from environmental hazards, as well as learning emergency procedures for managing risk situations.</i>

How PYP units of inquiry are structured

We aim to provide a programme:

- relevant to students particular age group and needs
- where possible to integrate Health with other curriculum areas
- as an inquiry with a conceptual focus (eg identifying **impacts** or **connections**, taking **responsibility**, know how it **functions**)
- that incorporates other health & wellbeing programmes and experts to support our class programmes such as Life Education & Kiva.

Our PYP units of inquiry are planned within 6 themes at all year levels

- **(WHO)** **Who we are** (eg relationships, family, friends, cultures, physical, mental, social and spiritual health)
- **(WHERE)** **Where we are in place and time** (eg personal histories, migrations, individuals and civilizations, local and global perspectives)
- **(EXPRESS)** **How we express ourselves** (eg express feelings, nature, culture, beliefs values, enjoying creativity)
- **(WORKS)** **How the world works** (eg natural world and its laws, human societies, impact of scientific and technological advances on society)
- **(ORGANISE)** **How we organise ourselves** (eg human-made system and communities, societal decision-making)
- **(SHARE)** **Sharing the planet** (eg rights & responsibilities, equal opportunities, peace and conflict resolution)
- **(Stand-alone)** **These lessons or programmes** usually cannot be linked to a unit of inquiry or require frequent revisiting throughout the year. They are taught separately as and when required eg cyber safety, handwashing routines, first aid, bike & scooter safety.

Key Area of Learning	How our PYP units of inquiry and other programmes address health at Glendowie The NZ Key Learning areas have been identified by teachers as relevant to their year level.
<p style="text-align: center;">MENTAL HEALTH</p> <p><i>Enhance interpersonal skills by being dependable, showing leadership or being an active team member.</i></p> <p><i>Knowing how to support themselves and others during times of stress or loss eg by actively listening and being empathic.</i></p> <p><i>Strengthening their personal identity, resilience and self-worth eg by making connections to family and culture & heritage.</i></p> <p><i>Being able to make informed health enhancing decisions including understanding the impact of drugs and alcohol.</i></p>	<p>Stand alone programmes & lessons focusing on Mental Health</p> <p>Cybersafety ‘Responsible Use’ Agreement for Students: All classes unpack cyber safety rules at the beginning of the year. Year 5-8 students have the information sheet in homework books and students have access to an online copy. Reminders made throughout the year eg keeping passwords confidential, what to do when something inappropriate comes up, academic honesty, on-task use, giving consent for photos etc. Framed displays are also visible in shared common rooms.</p> <p>Attitude programme for Intermediates Y7&8 students and parents are invited to attend a presentation from facilitators outside the school. This year they discussed how changes in our relationships with friends and family can affect our self-esteem.</p> <p>NEST programme for Y6 (outside facilitator) Puberty lessons that discussed, healthy head messages, handling rejection in relationships and emotional changes.</p> <p>Mana Potential Programme for Y8 (outside facilitator) building self identity, knowing who can support us, regulating our emotions.</p> <p>Life Education:</p> <p>Y1 (WHO) Personal health and self-esteem. What does our body need to stay happy and healthy?</p> <p>Y3 (WHO) Feelings and self-esteem. Making decisions. What is an upstander? How can our feelings influence the way we act?</p> <p>Y4 (WHO) Food & Nutrition. Why do we need to eat a variety of food?</p> <p>Y5 (ORGANISE) Keeping ourselves safe. Friendships and bullying. How do we stay safe in different situations?</p> <p>Y6 (EXPRESS) Identity and resilience. Feelings & emotions. How can we manage our emotions in times of change?</p> <p>Y7 (SHARE) Relationships and Communities How to ensure our emotional safety and deal with peer pressure?</p> <p>Y8 (WHO) Drug use and its impact. How does addiction affect our mental health as well as our families?</p> <p>PYP units of inquiry focusing on Mental Health</p> <p>Y8 (WHO) We make choices that influence our Hauora. Hauora and wellbeing in our daily life eg social, physical, mental, and spiritual/personal. Establishing or modifying our patterns of behaviour to enhance health and wellbeing. Zones of regulation (know different brain states eg Red Brain = angry, terrified, out of control, Green Brain = calm, ready to learn, happy).</p> <p>Y8 (EXPRESS) Media can influence our behaviour and perspective Stereotyping eg gender, race, culture, social economic, sexuality, nero diversity.</p>

Media and its influences. Discussing: Bias, subjectivity, prejudices within thought processes, inferring, implying and stereotypes.
Making interpretations and the impact on our feelings, values and ideas

Y8 (WHERE) Understanding our personal histories helps us connect with others.

Personal histories, homes and journeys of our family in the past
Culture and personal identity - appreciation of our own and others'.

Y7 (WHO) Learning about ourselves and others help us interact more effectively

Emotions: intensity levels, their effect and how to manage them - building resilience.
Supporting others in different situations ie developing teamwork skills for appropriate interaction when working collaboratively.
Supporting others in different ways, during the 3-day camp.

Y7 (SHARE) Understanding the perspectives of those involved, helps us to resolve conflict.

Developing interpersonal skills by understanding the different perspectives when resolving conflict.
What do to if being bullied/harassed (KiVA lessons)

Y7 (EXPRESS) Ideas can be expressed, explored and responded to through art.

Self worth - making connections with family and culture.

Y6 (WHO) Success is different based on what individuals believe is important.

The role perseverance and resilience play when goal setting and achievement.
Inquiring about the values and choices of different successful people, leaders & groups.
Taking responsibility as a learner and member of a learning environment e.g. being dependable, showing leadership.

Y6 (EXPRESS) Refining the way we communicate helps to clarify the message we wish to share.

Identifying issues (social and personal) that focus on managing emotions.
Patterns of behaviour - verbal/physical/emotional. Understanding zones of regulation to manage emotions.
Effective social skills through storytelling (developing positive interpersonal relationships and collaboration, using self control, managing setbacks, supporting peers)

Y6 (ORGANISE) Supply and demand impact trade

Learning to negotiate and reaching a consensus in a group before acting on a decision. Coping with consequences of a decision by playing the trade game.

Y6 (SHARE) Habitats are affected by human action (including a study on life cycles)

Learning about the human life cycle, how to support each other during pubertal change - dealing with loss and change.
Tolerance and respect for ourselves and others going through puberty.

Y5 (WHO) Rights and responsibilities change according to perspectives

Connection between responsibility, choice and rights (safety, equity/fairness, integrity, developing social skills).

Y5 (ORGANISE) Organisations support learning and well-being

Identifying spaces around the school that impact on our learning & recreation.

Y4 (WHO) - Healthy choices can shape the function of our bodies and our hauora (health and wellbeing).

Examine the four dimensions of Hauora and actions we can take to enhance our wellbeing including mindfulness practices.
Focus on nutrition and creating an exercise training schedule for our triathlon.

Y4 (EXPRESS) We can express who we are through dance and movement

Telling our personal stories through movement and responding to music, growing an awareness of our personal and cultural identities.
Exploring feelings and emotions and how movement and physical activity can benefit our Hauora.
Developing interpersonal skills when creating dance movements.

Y4 (WHERE) - Cultures are represented in different ways.

How cultures and our values are represented e.g. items and experiences that we treasure.
Examining our own culture, growing personal identity and self worth and gaining an understanding of similarities and differences between our cultures.

Y4 (ORGANISE) - People give service in different ways and for a variety of reasons

The different voluntary roles within our school and wider community and the reasons why people do acts of service eg emotional connection; to feel worthwhile; sense of belonging; building confidence.

Y3 (WHERE) - We value places for different reasons and we take responsibility for these places.

Exploring cultural and personal identities.
Investigating our special places (local, national and global) and how visiting these places of significance can support our emotional wellbeing.

Y3 (EXPRESS) - People express their ideas through making art:

Telling our personal stories through visual arts, growing an awareness of our personal and cultural identities.

Y2 (WHO) - Our bodies are made up of systems

	<p>Exploring the certain requirements needed so they can be fit and healthy, e.g. sleep, relaxation, nutrition, exercise .</p> <p>Y2 (ORGANISE) - Shared rules and routines influence how communities work together Being part of a connected community with a focus on developing communication skills to build inclusive and respectful relationships in the playground. Focus on developing friendships and being inclusive including KiVa lesson on “difference is richness”</p> <p>Y1 (ORGANISE) Communities have systems that are made up of connected parts. People in our community who can support us. Promoting a sense of belonging within the wider Glendowie community (e.g. St Heliers village and beach) and how we interact with others. Exploring our own personal communities..</p> <p>Y1 (WHO) - Understanding how we learn, helps us to take responsibility for our learning. Focus on belonging to a group of learners, gaining an understanding of ourselves and how we personally learn best. Also gain strategies for when we are challenged by learning new skills, e.g. how to seek support from others, how to help others achieve their goals, finding a coach or mentor. Includes learning skills in physical and recreational activities and hobbies.</p>
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<p>SEXUALITY EDUCATION <i>Having respect for themselves and other people in a variety of different situations.</i></p> <p><i>Know about pubertal change, human anatomy and how bodies are diverse and change over time.</i></p> <p><i>Learning about the social and cultural influences that shape the ways people learn about and express their sexuality, for example, in relation to</i></p> <p><i>gender roles, the concept of body image, discrimination, equity, the media</i></p> <p><i>online risks and issues. Understanding that they do not always need to join in - being able to give and receive consent in a range of contexts such as online or in the playground.</i></p>	<p>Stand Alone programmes & lessons focusing on Sexuality Education</p> <p>Y8 Attitude programme for Intermediates (outside facilitator) personal relationships, understanding consent, healthy and positive friendships.</p> <p>Y7 Positive Puberty Plus (facilitated by Nest Consulting) <i>Due to lockdown restrictions, these students did not complete the puberty programme last year and so it was implemented as an extra this year.</i> Understanding glands, naming hormones. Particular changes in male & female anatomy. Physical, social & emotional, diversity / feelings / expression of self (we are all different – size, shape, ethnicity etc), Accurate information, correct words for parts of the body. Simple diagrams of anatomy. Age appropriate information about the biology of female & male changes occurring at puberty in the reproductive part of the body.</p> <p>Y6 Puberty Programme (Facilitated by Nest Consulting) Importance of personal hygiene, nutrition, hydration, exercise, sleep. Adjusting to pubertal change - understanding hormones and changes to the brain, and how that can impact our mood. Changes happen at different times for different people. Simple diagrams of anatomy. Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s) menstruation/ejaculation).</p> <p>Y6 Life Education: This supports our puberty program by reviewing changing bodies during puberty. How to deal with change and feelings & relationships.</p> <p>PYP units of inquiry focusing on Sexuality Education</p> <p>Y8 (EXPRESS) Media can influence our behaviour and perspective Stereotyping (gender, race, culture, social economic, sexuality, nero diversity) Media and its influences. Discussing: Bias, subjectivity, prejudices within thought processes, inferring, implying and stereotypes. Making interpretations and the impact on our feelings, values and ideas</p> <p>Y7 (EXPRESS) Ideas can be expressed, explored and responded to through art. Students have the opportunity to investigate personal interests or issues that they can portray through art. This year the themes students chose ranged from dealing with anxiety & stress, managing friendships, and describing their own identity. This was displayed through personal artwork and artist statements.</p> <p>Y6 (EXPRESS) Refining the way we communicate helps to clarify the message we wish to share Respect for everyone, recognising bullying (KiVa lessons)</p> <p>Y5 (WHO) Rights and responsibilities can change according to perspectives Discussing rights of children in NZ and globally and the possible reasons why inequality occurs.</p> <p>Y1 (EXPRESS) People express themselves through play Focus on being open minded and respecting other people’s ideas when playing together</p>
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<p>FOOD & NUTRITION <i>Understanding that nutrition, exercise, wellbeing are related and they are all required for growth and development.</i> <i>Cultural significance associated with food and nutrition.</i></p>	<p>Stand Alone programmes & lessons focusing on Food and Nutrition</p> <p>Y7&8 Food Tech (cooking lessons) Safety in the kitchen eg hygiene, safe food preparation, when using knives eg chopping techniques Reading a recipe and how to modify basic recipes. Basic nutrition and substituting ingredients.</p> <p>Y4 Life Education: Nutrition and fitness. Why do we need to eat a variety of food? How do our bodies get energy from the food we eat? Preparation for triathlon, e.g. training schedule and diet</p> <p>Y2 Life Education Body systems eg. digestion, respiratory.</p> <p>PYP units of inquiry focusing on Food and Nutrition</p>
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Selecting and preparing food and understanding eating patterns that reflect health-enhancing attitudes towards nutrition.

Having practical cooking experiences so they are able to prepare food safely.

Y5 (WORKS) Everything needs energy to make it work

How does food give us energy? Effects of sugar on the body and which foods give us long-lasting energy levels? Food contains stored energy which our body transforms to help us move and stay warm.

Y4 (WHO) Healthy choices can shape the function of our bodies and our Hauora (health and wellbeing).

Looking at nutrition in the food we eat as they prepare, train and participate in a triathlon

Y2 (WHO) - We can take care of ourselves to have the energy to do the things we want to do. Exploring certain requirements needed so we can stay alive and be fit and healthy including examining human systems - respiratory, digestive and nervous systems

Y1 Life Education (WHO) Personal health and self-esteem. What does our body need to stay happy and healthy?

BODY CARE & PHYSICAL SAFETY

The prevention of illness, injury, infection, disease.

Practical ways of caring for themselves and other people during times of illness, injury or accident, and rehabilitation.

Identifying environmental hazards, such as hazards in the home, near roads, in playgrounds and outdoor environments and risks relating to fire, sun, water, poisons, and passive smoking.

Practising strategies to avoid/minimise harm from environmental hazards,

Learning emergency procedures for managing risk situations

Stand Alone programmes & lessons focusing on Body Care and Physical Safety

Y5-8 SPORT

Sportsmanship: shake hands with winners, being a good winner/loser, supporting each other in the team. Sun sense - wearing hats and sunscreen. Tournament coaching: safety when playing, using equipment correctly to prevent injury. wearing correct gear, knowing correct sport rules.

Y8 First Aid

Students participate with outside facilitators (St Johns or a similar agency) learning basic first aid and resuscitation.

Y2 Life Education (WHO)

Body systems eg. digestion, respiratory. *How do our body systems work? How do we care for those systems*

School Procedures

- Food at school procedures - eg encouraging not to share of lunches with each other (due to allergies or nutrition preferences)
- Health and hygiene procedures - washing hands, accessing water bottle during class time (staying hydrated); toileting routines (Y1&2)
- Y4 students are now considered tall enough to access the senior adventure playground and demonstrated how to use it safely.
- All teachers teach and reinforce strategies for dealing with bullying using a school-wide anti-bullying chart. These are displayed throughout the school.



Road Safety

Y1 Road Safety - watching out for driveways when walking on the footpath, crossing the road safely on the crossing.

Y4 Scooter skills and safety (theory and practical sessions), being able to stop in time for pedestrians, control of

Y5 (WHO) Keeping ourselves safe when walking to and from school

Y5 Bike skills and safety (theory and practical sessions implemented by 'www.cmsport.co.nz' and supported by Auck City council. Skills include Straight-line and standing ride, balance & braking, corners and manoeuvring.

Y5 Road patrol preparation training - end of the year auditions to get selected (facilitated by Community Police Officer).

Y6 Road patrol refresher course at beginning of the year (facilitated by Community Police Officer).

PYP units of inquiry focusing on Body Care and Physical Safety

Y7 (WHO) Learning about ourselves and others help us interact more effectively.

Safe outdoor practices at school camp including water activities, abseiling, wall climbing, sunsense procedure.

Y5 (WHO) Rights and responsibilities change according to perspectives

The right to being safe at school - Dealing with bullying / harassment and speaking out for others (KIVA)

Keeping ourselves safe eg staying home alone guidelines, bullying, confusing touch, what to do in situations where possible abuse is occurring - seeking support and who can I tell?

Y5 (ORGANISE) Organisation supports learning and well-being

	<p>Investigation of possible hazards around the school eg storage of scooters, tripping hazards (shoes & bags), keeping emergency exits free (don't put a table by the door).</p> <p>Y4 (WHO) Healthy choices can shape the function of our bodies and our hauora (health and wellbeing) Safety practices when implementing triathlon</p> <p>Y3 (WHO) Taking responsibility for our actions, helps to ensure our own and others' safety. Explore agencies and community services that keep us safe, e.g.making connections with police, fire, ambulance and making plans of what to do to keep ourselves safe.</p>
<p>OTHER</p>	<p>Beginning of Year Lessons</p> <ul style="list-style-type: none"> ● School Rules and 'I Care' (also displayed in common rooms) ● Sunsense principles and procedure ● Class treaties / expectations <p>Y8 Exhibition student projects</p> <p>Every year the Year 8 students inquire into personal inquiries across a broad range of topics & interests. They also have the opportunity to choose health and wellbeing topics. Y8 parents are invited to a formal presentation, then the displays are presented to all students and the wider parent community. This year those with a focus on health/wellbeing presented their projects on:</p> <ol style="list-style-type: none"> 1. Learning new sports is fun and makes you fit (Body Care and Physical Safety) 2. Responsibility is important online and offline to prevent falling for gimmicks and traps (Mental Health - making informed health enhancing decisions) 3. Equal opportunity is a human right and responsibility (Sexuality Education - gender roles & equity) 4. Healthy eating impacts our health and the environment (Food and Nutrition) 5. Understanding where people come from helps us make connections and friendship (Sexuality Education - strengthening personal identity, respect for themselves and other people) 6. Stories can be shared through music and drama (Mental Health - strengthening personal identity and self-worth, wellbeing) 7. Music offers challenge and creativity in different ways (Mental Health - strengthening personal identity and self-worth, wellbeing) <p>Y0-8 KiVa Programme KiVa Programme Link</p> <p>KiVa program is a whole school approach to increase school well-being by preventing and addressing; bullying behaviour, victimisation and supporting students who internalise problems such as social anxiety. KiVa was developed in Finland and the name comes from the Finnish words "Kiusaamisen Vastainen" meaning "Anti Bullying". The programme was implemented in 2021. Some of the lessons are integrated within PYP units and others are implemented as stand-alone. Topics include:</p> <ul style="list-style-type: none"> ● Recognising what is bullying and saying no to bullying. ● The roles in bullying situations and understanding that it is everyone's responsibility to reduce bullying. ● Understanding what is assertiveness and knowing how to get support. ● Developing empathy, helping others to be included, understanding peer pressure. ● Students' taking responsibility for shared well-being. <p>Evacuation / Emergency Procedures:</p> <p>First newsletter of the year, outlines evacuation procedures for parent information. Fire drill practice, Earthquake practice, Lockdown and Lockout practice completed throughout the year.</p> <p>Consultation & communication with the community</p> <ul style="list-style-type: none"> ● BOT Health Consultation every two years, parents are informed through the newsletter about our health programme and invited to respond. ● Y8 Social Media and adolescence. Facilitated by Impact of social media, gaming, safety online. Online bullying and raising resilient children. ● Y8 (Life Ed) Information evening for Y8 parents to review <i>From the shadows</i> programme about impact of legal & illegal drugs. ● Y7 (Who) Information evening for parents to discuss skills covered during camp, minimising risk and safety issues. ● Y1-8 (Life Ed) Invitation to parents from Life Ed to visit the caravan and find out about programmes being delivered to students. ● Y6 Puberty Information evening for parents to discuss communicating with their child regarding the changes associated with puberty ● Y5 (Who) Information evening to Y5 parents to review the <i>Keeping ourselves safe</i> programme.