

# **Glendowie School Statement and Delivery of the Health and Wellbeing Curriculum**

## **Community Consultation September 2020**

### **Board of Trustees Health Consultation 2020**

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 please to review the current "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 School (local) Curriculum, Content Objectives and the NZ Curriculum

**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 September 2020** to the office or emailed to [office@glendowie.school.nz](mailto: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

### **Purpose**

#### **Legislative Requirements for Consultation about the Implementation of the Health Curriculum**

Section 60B of the Education Act 1989, as amended by the Education Standards Act 2001, outlines the legal requirements for state schools regarding the delivery of the health education components of the relevant national curriculum statements. At least once every two years, boards of trustees are required to produce a written statement about how the school will implement health education. The legislation requires schools to:

- 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.

### **The curriculum**

Health and Physical Education are linked in one curriculum document with seven learning areas. For the purpose of providing clear information about the health programmes we provide, we have identified four learning areas related to Health. The other 3 areas are physical activity, sport studies and outdoor education, which are taught at the appropriate age levels through our delivery of the NZ Curriculum. Our programme offers opportunities to develop knowledge, understanding and skills in the following areas of Health Education :

- **Mental Health**
  - strengthen personal identity and self-worth
  - enhance relationships - personal and interpersonal skills
  - support themselves and others during times of stress, disappointment or loss
  - make informed, health-enhancing decisions in relation to drug use and misuse
  - benefits of physical activity, relaxation, and recreation
- **Sexuality Education**
  - sexual development – physical, emotional, and social growth & development
  - attitudes of respect for themselves and other people
  - understandings and skills to enhance relationships
  - actions to support their well being
  - social and cultural influences that shape the ways people learn about and express their sexuality, for example, in relation to gender roles, the concept of body image, discrimination, equity, the media, risks and issues on line and with social media, culturally based values & beliefs, and the law.
- **Food and Nutrition**
  - nutrition, exercise, and well-being
  - nutrition we require for growth and development
- **Body Care and Physical Safety**
  - prevention of illness, injury, infection, disease
  - practical ways of caring for themselves and others and looking after their well being
  - ability to identify environmental hazards
  - learn emergency procedures for managing risk situations

### **Programme Implementation of Health Education**

Health lessons are planned within 6 themes across all year levels - (WHO) Who we are; (WHERE) Where we are in place and time; (EXPRESS) How we express ourselves; (WORKS) How the world works; (ORGANISE) How we organise ourselves and (SHARE) Sharing the planet. Other lessons and programmes are also implemented especially when they cannot be linked to a unit of inquiry, or require frequent revisiting throughout the year eg cyber safety, handwashing, first aid and bike safety.

Each of the key learning areas has aspects that may be taught at all year levels. We aim to provide a programme:

- relevant to students particular age group and needs
- where possible, integrated with other curriculum areas
- as an inquiry of a major concept
- that incorporates other health & wellbeing programmes and experts eg Life Education & Kiva- Preventative Bullying Programme and Nest Consulting - Positive Puberty.

Key Area of Learning (Pg 22 of NZ Curriculum)	Clarification and Programme Content
<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>○ strengthen personal Identity and self-worth</li> <li>○ enhance relationships - personal and interpersonal skills</li> <li>○ support themselves and others during times of stress, disappointment or loss</li> <li>○ make informed, health-enhancing decisions in relation to drug use and misuse</li> <li>○ benefits of physical activity, relaxation, and recreation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cybersafety 'Responsible Use' Agreement for Students:</b> All classes unpack cyber safety rules at the beginning of the year. The information sheet is put in homework books or students have access to an online copy. Reminders made throughout the year e.g. keeping passwords confidential, what to do when something inappropriate arises e.g concerns around academic honesty, on-task use etc. Framed displays are also visible in shared spaces e.g. common rooms.</li> <li>• <b>Cyber Safety Presentation:</b> Y7&amp;8 students and parents are invited to attend a presentation by the 'Attitude' Organization - approx every second year.</li> <li>• <b>Life Education topics for mental health:</b> <ul style="list-style-type: none"> <li>Y1 Personal health and self-esteem.</li> <li>Y3 Feelings and self-esteem. Making decisions.</li> <li>Y5 Keeping ourselves safe eg. friends and bullying.</li> <li>Y7 Digital citizenship - online choices.</li> <li>Y8 Drug use and its impact and coping with our changing bodies during adolescence</li> </ul> <p><i>(Y2,4,6 are listed in other health areas below)</i></p> </li> <li>• <b>Y8 (WHO) The consequences of our decisions impact our well-being/hauora.</b> Wellbeing and the connections between our daily life (Social, physical, mental, and spiritual/personal). Establishing or modifying our patterns of behaviour to enhance health and wellbeing.</li> <li>• <b>Y8 (EXPRESS) People use social messages for different purposes</b> 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</li> <li>• <b>Y8 (WHERE) Knowledge of our heritage provides an insight into our culture and family and how we relate to others.</b> Personal histories, homes and journeys of our family in the past Culture and personal identity - appreciation of our own and others'</li> <li>• <b>Y7 (WHO) Learning about ourselves and others help us interact more effectively.</b> Emotions: their levels, their effect and how to manage them Supporting others in different situations Developing skills for appropriate interaction with others.</li> <li>• <b>Y7 (ORGANISE) Effective organisations people share responsibility</b> The personal attributes and skills that contribute to the success of an event/organisation - strengthening attitudes of self-worth</li> <li>• <b>Y7 (SHARE) Conflict can be resolved by understanding the causes of it and the perspectives of those involved</b> Conflict and how it can be resolved The different perspectives involved in a conflict. What do to if being bullied/harassed</li> <li>• <b>Y6 (WHO) Success is different, based on what we believe is important</b> The role perseverance and resilience play in achievement and goal setting. The values and choices of successful people or groups. Our responsibility as a student and member of a learning environment</li> <li>• <b>Y6 (EXPRESS) Stories can be creatively presented to help us express our feelings</b> Issues that focus on managing emotions (social and personal) Patterns of behaviour - causes and solutions (verbal/physical/emotional) Effective social skills through storytelling (developing positive interpersonal relationships and collaboration- using self control, managing setbacks, supporting peers)</li> <li>• <b>Y5 (WHO) Rights and responsibilities change according to perspectives</b> To act responsibly to support themselves and other people/contribute to their own self worth</li> <li>• <b>Y5 (ORGANISE) The organisation within a school supports learning.</b> Identifying spaces around the school that impact on learning &amp; recreation</li> <li>• <b>Y4 (WHO) - Healthy choices can shape the function of our bodies and our hauora (health and wellbeing).</b> 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Y4 (EXPRESS) We can express who we are through dance and movement</b> 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. Through group work when creating dances, interpersonal skills are developed.</li> <li>● <b>Y4 (WHERE) - Cultures are represented in different ways.</b> How cultures and our values are represented e.g. what we treasure, experiences Examining our own culture, growing personal identity and self worth and gaining an understanding of similarities and differences between our cultures.</li> <li>● <b>Y4 (ORGANISE) - People give service in different ways and for a variety of reasons</b> An inquiry into 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.</li> <li>● <b>Y3 (WHERE) - We value places for different reasons and we take responsibility for these places.</b> 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.</li> <li>● <b>Y3 (EXPRESS) - People express their ideas through making art:</b> Telling our personal stories through the medium of visual arts, growing an awareness of our personal and cultural identities</li> <li>● <b>Y2 (WHO - even year) - We can take care of ourselves to have the energy to do the things we want to do.</b> Benefits of physical activity, relaxation, and recreation. Exploring the certain requirements needed so they can be fit and healthy. Empowering students to ensure they have enough sleep and time for relaxation.</li> <li>● <b>Y2 (WHERE - even year ) - The Olympic/Commonwealth Games provides countries with an opportunity to share their national identity, sporting skills and achievements.</b> Growing an awareness of our national, personal and cultural identities. Examining what motivates athletics to persevere when faced with challenges and how can apply these strategies to our own lives.</li> <li>● <b>Y2 (ORGANISE - even year) - Shared rules and routines influence how communities work together</b> Inquiry into being part of a connected community with a focus on developing communication skills to build inclusive and respectful relationships in the playground.</li> <li>● <b>Y1 (WHO) - Understanding how we learn helps us to take responsibility for our learning.</b> 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, finding a coach or mentor. Includes learning skills in physical and recreational activities and hobbies</li> <li>● <b>Y1 (EXPRESS) - People recognise important events through celebrations and traditions.</b> Focus on strengthening cultural and personal identities.</li> <li>● <b>Y0 (SHARE) - We have a responsibility to care for our pets so they can grow and stay healthy.</b> With a focus on the concept of ‘responsibility’ in the classroom, with our learning, and caring for animals - enhancing our own self-worth.</li> </ul>
<p style="text-align: center;"><b>Sexuality Education</b></p> <ul style="list-style-type: none"> <li>○ sexual development – physical, emotional, and social growth &amp; development</li> <li>○ attitudes of respect for themselves and other people</li> <li>○ understandings and skills to enhance relationships</li> <li>○ actions to support their well being</li> <li>○ social and cultural influences that shape the ways people learn about and express their sexuality, for example, in relation to gender roles, the concept of body image, discrimination, equity, the media, risks and issues on line and with social media, culturally based values and beliefs, and the law</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Y8 Positive Puberty Plus</b> (facilitated by <a href="#">Nest Consulting</a>) Changes (physical, social &amp; emotional), how to manage those changes and they happen at different times for different people. Age appropriate information about the biology of changes occurring at puberty in the reproductive region. Self esteem, individuality, body wonderment Media influence - ‘What’s real?’ including anti-bullying &amp; media manners. Reminders of Personal Hygiene, Nutrition, Hydration, Exercise, Sleep</li> <li>● <b>Y6 Life Education for Sexuality Education:</b> Our changing bodies during puberty. How to deal with change and different feelings.</li> <li>● <b>Y6 (SHARE) - Environments are impacted and protected by human action (including study on life cycles)</b> Personal Hygiene, Nutrition, Hydration, Exercise, Sleep Adjusting to pubertal change - tolerance and respect for ourselves and others going through puberty</li> <li>● <b>Y6 (WHERE) - Different societies have similar structures that reflect what is important to them</b> Understanding why people act the way they do and how to develop tolerance and respect - social &amp; cultural influences.</li> <li>● <b>Y2 (WHO Odd Year) -The choices we make impact our relationships</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Inquiry into friendships, diversity, different perspectives and inclusiveness as well as exploring ways to manage and cope with conflict in the playground.</li> </ul>
<p style="text-align: center;"><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• nutrition, exercise, and well-being are related</li> <li>• nutrition we require for growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y8 (WHO) The consequences of our decisions impact our well-being/hauora.</b> Wellbeing and the connections between our daily life. (Social, physical, mental, and spiritual/personal). Establishing or changing patterns of behaviour.</li> <li>• <b>Y4 Life Education:</b> Nutrition and fitness.</li> <li>• <b>Y4 (WHO) - Healthy choices can shape the function of our bodies and our hauora (health and wellbeing).</b> Looking at nutrition in the food we eat as they prepare, train and participate in a triathlon</li> <li>• <b>Y2 Life Education:</b> Body systems eg. digestion, respiratory.</li> <li>• <b>Y2 (WHO Even Year) - We can take care of ourselves to have the energy to do the things we want to do.</b> Exploring certain requirements needed so we can stay alive and be fit and healthy including examining human systems - respiratory, digestive and nervous systems</li> <li>• <b>Y2 (ORGANISE Odd Year) - Systems need to be in place to enable food to get from the producer to the consumer</b> Inquiry into nutritional foods such as fruit, vegetables and honey, how they are grown/produced and harvested.</li> </ul>
<p style="text-align: center;"><b>Body Care and Physical Safety</b></p> <ul style="list-style-type: none"> <li>• prevention of illness, injury, infection, disease</li> <li>• practical ways of caring for themselves and others and looking after their well being</li> <li>• ability to identify environmental hazards</li> <li>• learn emergency procedures for managing risk situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evacuation / Emergency Procedures:</b> First newsletter of the year, outlines evacuation procedures for parent information. Fire drill practice Earthquake practice Lockdown and Lockout practice</li> <li>• <b>Beginning of Year (Implemented by each teacher annually and reminders as required)</b> School Rules and 'I Care philosophy' (also displayed in common rooms) Sunsense principles and procedure Food at school - eg no sharing (due to allergies), washing hand routines Health and hygiene procedures - washing hands, accessing water bottle during class time (staying hydrated); toileting routines (first years) Y4 students taught how to use the senior adventure playground safely Strategies for dealing with bullying (using a school-wide <a href="#">anti-bullying chart</a>)</li> <li>• <b>Health Restrictions and Guidance as related to spread of infectious diseases e.g. coronavirus</b> Hygiene practices including cleanliness, hand washing, coughing and sneezing etiquette Seeking medical support including testing for a virus or illness When to self isolate or stay at home Correct use of masks/face coverings Physical distancing</li> <li>• <b>Road Safety</b> As part of our Travelwise Programme and PYP units of inquiry, the following road safety programmes are implemented each year <b>Y1</b> Safe walking and road rules (facilitated by Community Police Officer). <b>Y2</b> Safe walking and road rules (facilitated by Community Police Officer). <b>Y4</b> Scooter skills and safety (theory and practical sessions) <b>Y5</b> Bike skills and safety (theory and practical sessions implemented by '<a href="#">Bigfoot Adventures</a>' and supported by Auck City council <b>Y5</b> Keeping ourselves safe when walking to and from school (Part of WHO unit of inquiry - police video) <b>Y5</b> Road patrol preparation training - end of the year (facilitated by Community Police Officer). <b>Y6</b> Road patrol refresher course at beginning of the year (facilitated by Community Police Officer).</li> <li>• <b>Y7 (WHO) Learning about ourselves and others help us interact more effectively.</b> Safe outdoor practices at Camp including water activities, abseiling, wall climbing etc.</li> <li>• <b>Y5 (WHO) - Rights and responsibilities change according to perspectives</b> The right to being safe at school - Dealing with bullying / harassment and speaking out for others Keeping ourselves safe eg staying home alone guidelines, what to do in situations where abuse is occurring</li> <li>• <b>Y4 (WHO) - Healthy choices can shape the function of our bodies and our hauora (health and wellbeing)</b></li> </ul>

	<p>Safety practices when implementing triathlon</p> <ul style="list-style-type: none"> <li>● <b>Y3 (WHO) - Taking responsibility for our actions, helps to ensure our own and others' safety.</b> 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</li> </ul>
<p><b>OTHER</b></p>	<p><b>Consultation with the community</b></p> <ul style="list-style-type: none"> <li>● <b>BOT:</b> Health Consultation every two years, parents are informed through the newsletter about our Health programme and invited to Respond.</li> <li>● <b>Communications</b> advising parents of health alerts and guidelines around infectious diseases and virus outbreaks</li> <li>● <b>Y5:</b> Keeping ourselves safe – invitation to Y5 parents to review the programme and watch videos that students will view.</li> <li>● <b>Y7:</b> Decisions Decisions – invitation to parents to Y7 Camp evening to discuss skills covered and safety issues.</li> <li>● <b>Y8:</b> From the shadows (Life Ed) – invite to Y8 parents to review the programme in the Life Ed caravan/classroom.</li> <li>● <b>Y1-8:</b> Invitation to parents from Life Ed to view all programmes in the caravan.</li> <li>● <b>Y8:</b> Positive Puberty Plus' programme for our Year 8 students. Parents invited to learn about the programme and how to be actively involved in starting or continuing communication with their child regarding the changes associated with puberty and pre-adolescence.</li> <li>● <b>Y7&amp;8:</b> Parents invited to attend student talk from Health Nurse regarding Y7 &amp; Y8 immunisation and remain to ask questions after students have gone.</li> <li>● <b>Y7&amp;8</b> Cyber Safety Presentation - parents invited to attend when available</li> </ul> <p><b>Y8 Exhibition</b> Every year Year 8 students inquire into personal inquiries across a broad range of subjects. They also have the opportunity to choose health and wellbeing topics. This year those health/wellbeing topics have included:</p> <ol style="list-style-type: none"> <li>1. Making sensible choices to keep ourselves safe eg illness and infection (Body Care and Physical Safety)</li> <li>2. Helping all students to feel included at school (Mental Health)</li> <li>3. Social media can have a positive impact - using social media responsibly (Mental Health)</li> <li>4. Social media - what is healthy and unhealthy friendship? (Sexuality Education)</li> <li>5. Cooking healthy meals (Food and Nutrition)</li> <li>6. Importance of keeping our body and mind healthy (Mental Health)</li> <li>7. How gender is being portrayed in fiction / books (Sexuality Education)</li> <li>8. Social media and its effects on mental health (Sexuality Education/Mental Health)</li> </ol> <p><b>Y0-8 KiVa Programme 2021</b> KiVa program is a whole school approach to increase school well-being by preventing and tackling; bullying behaviour, victimization and supporting students who internalise problems such as social anxiety. KiVa was developed in Finland and the name KiVa comes from the Finnish words "Kiusaamisen Vastainen" meaning "Anti Bullying". The programme was originally planned for implementation in 2020 but due to covid restrictions, teachers were unable to participate in the training workshops - so we will begin implementation in Feb 2021. Some of the lessons include :</p> <ul style="list-style-type: none"> <li>● Recognising what is bullying and saying no to bullying.</li> <li>● The roles in bullying situations and understanding that it is everyone's responsibility to reduce bullying.</li> <li>● Understanding what is assertiveness and knowing how to get support.</li> <li>● Developing empathy, helping others to be included, understanding peer pressure.</li> <li>● Students' taking responsibility for shared well-being.</li> </ul>