

Statement for the delivery of Health Education at St Joseph's Taihape



Foundational principles:

- We are made in the image and likeness of God and we are good - I hangia tātou kia ūrite to tātou āhua ki to te Atua, ā, he pai tātou.
- Human dignity - Mana tangata.
- All life is sacred - He tapu ngā mea ora katoa.
- Life is a gift from God - He tākoha te ora nā te Atua.
- Our baptismal call is to love and be in relationship with God, self, others and creation - Ko te karanga iriiringa he karanga kia aroha atu, ki ā koe, ki tētehi atu, ā, ki te tūhono atu ki te Atua hoki.
- Live life to the full - Kia ora, kia nui tonu rā.

As educators, we should foster a community of support with whānau and the Catholic Church for children and young people to grow and develop socially, morally, spiritually, emotionally, physically, intellectually and in human sexuality from a Catholic perspective.

At St Joseph's School Taihape, our Health Education Programme promotes our school vision statement: '**Inspiring confident, resilient learners and leaders of tomorrow, guided by our culture and Catholic faith**' and the New Zealand curriculum. Through participating in the Health Education Programme students will be given the tools and knowledge to enhance their own well-being within a Catholic setting.

In Health and PE at St Joseph's Taihape School the focus is on the well-being of students, of other people and of society in a health related and movement context.

Four underlying concepts are at the heart of this learning

• **Hauora** – a philosophy of well-being

• **Attitudes and values** – a positive, responsible attitude of students to their own well-being, respect, care and concern for other people and the environment; and a sense of social justice.

• **The socio-ecological perspective** – a way of viewing and understanding the relationships between themselves, others and society.

• **Health promotion** – helping students to develop and maintain supportive physical and emotional environments which involve students in a personal and collective action.

Through various contexts, the students are reflecting on the nature of well-being and how to promote it.

They increasingly take responsibility for themselves as they develop and mature, and contribute more fully to the well-being of others.

Strands

The four strands for learning are:

Strand A: Personal Health and Physical Development

Students develop the knowledge, understandings, skills, and attitudes that they need to maintain and enhance their personal well-being and physical development.

Strand B: Movement Concepts and Motor Skills Strand B: Movement Concepts and Motor Skills

Students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity.

Strand C: Relationships With Other People Strand C: Relationships With Other People

Students develop understandings, skills, and attitudes that enhance their interactions and relationships with others;

Strand D: Healthy Communities and Environments Strand D: Healthy Communities and Environments.

Students contribute to healthy communities and environments by taking responsible and critical action.

The seven key learning areas are:

Mental health, sexuality education, food and nutrition, body care, and physical safety, physical activity, sports studies, and outdoor education

These are taught through two main programmes;

- Health Education where mental health, sexuality education, food and nutrition, body care and physical safety are the contexts
- Physical Education where physical activity (fitness), sports studies (PE) and Outdoor Education are the contexts.

Mental Health	Body Care & Physical Safety	Food & Nutrition	Sexuality Education
Grief, Loss & Change Keeping Ourselves Safe Cyber safety Kia Kaha - Anti bullying All About Me Relating to others Setting goals Myself and others (RE)	People Savers First Aid Firewise Road Safety Cycle safety Yr5-8 Drug & Alcohol education (Life Ed) Sunsmart Swimming & Water safety programmes Oral Health Caring for the body Earthquake safety	Healthy eating 5+ a day Life Education	Pubertal change Yr 5-8 (NEST education) Personal Hygiene Keeping ourselves safe Positive body image Sexuality Unit (from the 'Having Life to the Full' paper)
Physical Activity	Sports	Education OUtside the classroom	Other
Sport Physical Education Daily fitness Weetbix Tryathlon Tough Guy/Gal	Cross Country Athletics Swimming Team sports (hockey, netball, rugby, basketball, soccer, volleyball) Winter tournament Outside experts eg badminton, tennis, cricket, basketball	Camps Day trips eg gallery, museum, local visits	Life Education - needs identified by teachers

Sexuality

Sexuality is a beautiful 'Gift' from God, it is who we are. Through our sexuality we reach out to others spiritually, physically, psychologically, emotionally and socially.

Sexuality is the enrichment of the whole person; it is how we express ourselves and relate to the world.

We are made in the image and likeness of God and we have a need to love and be loved.

The Following tables show suggested learning intentions for sexuality education - what students should know or be able to do at each learning level.

<u>Framing Document Human Sexuality Education: A guide for Catholic communities in Aotearoa New Zealand (NCRS 2019)</u>	<u>Education in Human Sexuality content: Sexuality Education: A guide for principals, boards of trustees, and teachers – (MoE 2015)</u>
<p>E 7 ngā tau - By age 7: Children are able to:</p> <ul style="list-style-type: none">• understand the importance of knowing how to value themselves and others as made in the image and likeness of God; and to realise how they belong in whānau;• understand they are part of the family of God and their own family and they are aware of roles individuals have within the family;• know that life is precious, and their body is a gift from God;• begin to have a respect for the character and giftedness of their bodies and to have this respect for the bodies of others;• begin to appreciate that each person has a purpose in the world;• begin to appreciate the value of life in all its forms;• correctly name the main external parts of both male and female bodies;• recognise that a baby has particular needs as a growing human being;• begin to appreciate their relationships with friends and family and how they work, share and play together;• begin to know about rituals that mark notable events in people's lives like birth, marriage and death;• have an awareness of and be able to begin to recognise that we all have a wide range of emotions and that we learn to live and deal with them over time;• know about how to be safe about their bodies; with respect to things like good and bad touching;• have an awareness of personal health, safety and hygiene	<p>Junior primary (years 1–3)</p> <p>At these levels, education in human sexuality will focus on learning about growth, development, the human body, friendships, and family relationships</p> <p>Students will</p> <ul style="list-style-type: none">• describe changes in growth and identify body parts and developmental needs• discuss family relationships and affirm and show respect for diverse family structures Gender stereotypes and norms will be questioned and discussed• act to support the well-being of others and learn friendship skills• learn about basic human rights in relation to relationships and identity• learn to express feelings and how they contribute to positive and inclusive environments <p>It is recommended that discussions about identity, personal health, body parts, and families are woven into learning throughout the year and that appropriate and diverse resources are used to engage students in discussions</p>

<p>11 ngā tau - By age 11: Children will understand the above and be able to:</p> <ul style="list-style-type: none"> appreciate that all life is a sacred gift from God and is precious in God's eyes; understand that they grow and change throughout life; develop an appreciation of what is involved in being responsible parents; have a positive self-image supported and encouraged by whānau and their school community; appreciate relationships with friends, family, those who work, share and play together; be aware that friends are not all the same; grow in their understanding and acceptance of emotions in themselves and others; be self-disciplined and able to delay or forgo gratification for the sake of greater goods; respectfully identify other people's personal space and respect the ways in which they are different; know the basics of biological reproduction in creation, especially in humans; including the changes at puberty in both male and females; grow in their formation of conscience and know that there are good and bad choices; be honest, committed to living truthfully and with integrity recognise the importance of reconciliation within a relationship as both a giver and receiver of forgiveness; have a growing awareness of the influence of media on attitudes to self images and stereotyping. 	<p>Middle and Upper Primary (years 4–6)</p> <p>At these levels, students will learn about pubertal change and body growth and development. They may or will learn about:</p> <ul style="list-style-type: none"> human reproduction; how to support themselves and others during change and develop a positive body image; describing how social messages and stereotypes about relationships, sexuality, and gender affect well-being; how to actively affirm the rights of themselves and others; how to reflect on friendships and plan strategies for positive and supportive relationships; how to identify risks and issues in online and social media environments and question messages related to gender, sexuality, and diversity; how to identify and how to access health care. It is recommended that specific time is dedicated to learning about sexuality.
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The Health and PE programme must be underpinned by the teachings of the Catholic Church, so that akonga will understand:

- That they are made in the image and likeness of God and so are very good (Gen 1:31)
- the purpose of God's gift of life
- the tapu and dignity of people
- that people are unique and gifted
- that people need to be in relationship, giving and receiving
- that life is a journey, Te Wa, in which people are challenged to grow to be their best selves and become more Christ-like
- that Catholic teachings will assist them to respect the freedom of human persons as God does and to have a deepening understanding of what it means to give and receive free consent to any action

How it will be taught:

Throughout our teaching of Health and PE Catholic teachings and Gospel values will be foundational. Teachers will attend the NZCBC recommended Catholic professional development course, 'Having Life to the Full' - grounded in John 10:10 to enable them to best support their programmes in a Catholic perspective.

The Year 1-8 (Levels 1-4) 'Myself and Others' NCRS Learning Module will be the major focus of any programme. This resource is written for and directed at all the levels and is a health and PE resource based on the Catholic teachings. It is part of our Primary RE programme.

Parents will be advised on programme content before 'Keeping Ourselves Safe' (from the NZ Police) is taught in the school and consulted every two years on the content of the whole Health and PE programme.

Health Education is integrated into our RE programme through the teaching of Gospel values, respect and caring for others, mental health and well-being.

It is integrated into our Inquiry programme under our umbrella concepts of well-being, communication, excellence, cultural diversity and community.

We incorporate health and safety studies through outside agencies into our biannual programme.

Through learning in health related and movement concepts, students will focus on the well-being of themselves, of other people, and of society.

*There is provision under section 25AA, as amended by the Education Standards Act 2001, for individual parents of students enrolled in any state school to write to the principal to request that their child/children be excluded from specified parts of the health programme related to sexuality education.

The principal is required to ensure that the student is excluded from the relevant tuition and that the student is supervised during that time. This requirement does not extend to exclusion at any other time when a teacher deals with a question raised by another student that relates to sexuality education.

The 1990 repeal of section 3 of the Contraception, Sterilisation and Abortion Act 1977 removed any legal impediment to young people of any age having access to advice on the use of contraception or to the supply of contraceptive devices. However, decisions to include contraceptive education as part of the sexuality education component of the school health programme must be considered within the requirements of the Education Act 1989 (as amended in 2001), which are outlined above.

