

Health Education Plan 2013 - 2015

Kia Aroha College

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Four underlying and interdependent concepts are at the heart of this learning area:

1. **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
2. **Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
3. **The socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
4. **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning. The four strands are:

1. **Personal Health and Physical Development**, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development
2. **Movement Concepts and Motor Skills**, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity
3. **Relationships with Other People**, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others
4. **Healthy Communities and Environments**, in which students contribute to healthy communities and environments by taking responsible and critical action.

The seven key areas of learning are:

1. mental health
2. **sexuality education**
3. food and nutrition
4. **body care and physical safety**
5. physical activity
6. sport studies
7. outdoor education.

The Education Standards Act (2001) deletes section 105C and 105D from the Education Act 1964 and creates similar provisions in the Education Act 1989. The new provisions require school boards, rather than principals, to consult once in each two years, on the delivery of the health curriculum and to adopt a statement on the consultation process. **All schools will then need to implement the health curriculum, where previously, they had an option to exclude sex-education components. Individual parents however, may request that their children be excluded from tuition of parts of the health programme related to sexuality education.**

The following charts describe what the NZ Curriculum requires and the specific contexts our school will cover in the strands of Personal Health (personal growth, safety & identity) and Relationships with Other People (relationships, identity, respect & interpersonal skills). In addition to these areas students will cover Physical Education (movement & motor skills) and Healthy Communities and Environments.

Curriculum Levels		LEVEL FOUR	LEVEL FIVE	LEVEL SIX	LEVEL SEVEN	LEVEL EIGHT
Approx. Year Levels		Years 7 & 8	Years 9 & 10	Years 10 & 11	Years 11 & 12	Years 12 & 13
PERSONAL HEALTH & PHYSICAL DEVELOPMENT	What the New Zealand Curriculum requires...					
	Personal growth and development	Describe the characteristics of pubertal change and discuss positive adjustment strategies	Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.	Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.	Assess their health needs and identify strategies to ensure personal well-being across their lifespan.	Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being.
	Safety management	Access and use information to make and action safe choices in a range of contexts.	Investigate and practise safety procedures and strategies to manage risk situations.	Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.	Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.	Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.
	Personal identity	Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth	Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.	Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.	Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.	Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.
RELATIONSHIPS WITH OTHER PEOPLE	What the New Zealand Curriculum requires...					
	Relationships	Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses	Identify issues associated with relationships and describe options to achieve positive outcomes.	Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.	Analyse the nature and benefits of meaningful interpersonal relationships.	Critically analyse the dynamics of effective relationships in a range of social contexts.
	Identity, sensitivity, and respect	Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.	Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.	Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.	Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.	Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.
	Interpersonal skills	Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.	Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.	Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.	Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.	Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.

In Kia Aroha College Health Education will include these contexts...						
SCHOOL SPECIFIC CONTEXTS	Drug & Alcohol Prevention	Access and use information to make safe choices in relation to drug(drugs and/or alcohol and/or cigarette smoking) use. • Describe and demonstrate a range of assertive communication skills and processes that enable appropriate interaction with others.	Examine the influence of drugs* on well-being and develop effective self-management strategies. • Demonstrate an understanding of how different attitudes and values relating to drugs (drugs and/or alcohol and/or cigarette smoking) can influence safety in relationships.	Access and use reliable sources of information about the effects of drug* use and misuse on well-being. • Investigate the value of support structures in drug(drugs and/or alcohol and/or cigarette smoking) related situations, such as family and friendship groups.	Identify possible patterns of alcohol or other drug* use across the lifespan in contemporary New Zealand society and examine their own assumptions about this. • Evaluate information, make informed decisions and use interpersonal skills effectively to manage drug*-related situations.	Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current needs for well-being in relation to drug (drugs and/or alcohol and/or cigarette smoking) use. • Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in drug*-related situations.
	Relationships & Sexual Health Education	Healthy friendships, peer pressure, access to advice • HPV Immunisation (Y8-13 girls) • Puberty • Body image	Decision-making, actions & consequences • Relationship, friendship skills • Anatomy & physiology • Peer education programmes • sexual abuse	Conception & birth • Safer sex, contraception & sexually transmissible infections • Sexual orientation • Problem solving, decision making & communication skills	Resisting sexual pressure • Relationship dynamics • Unplanned pregnancy • Empowerment • Assertiveness • Self efficacy • secure identity • Leadership • Role modeling • Equity • Gender roles • critically analyse & evaluate the impact of sexual health decisions on whanau, wider society groups (Maori/Pasifika youth etc)	
	Provision of Health Services on our Campus	CHHEADSS Assessment of all students in Ys 7-13 – to identify unrecognised health concerns as well as potential risk behaviours that could impact on the students well being. (individual interviews with School Nurse) C – Culture • H – Home • H – Health • E – Education • A – Activities • D – Drugs and Alcohol • S – Sex and Relationships • S – Suicide Ideation /Feelings / Moods				
		Onsite Drug & Alcohol Prevention (in response to specific needs) to enable student access to: sourcing community agencies and resources • identifying needs and priorities • prevention and information programmes for identified youth • harm reduction programmes for students involved in drug and alcohol use.				
		Dedicated Health Clinics (in response to needs): Access to health information youth • Identifying specific health needs e.g. diabetes, asthma, eczema, stress, trauma, anger & violence, victimisation, pregnancy, body image, peer pressure, infections • Opportunity to allow students confidential access to information and support for these types of needs • Referrals and help when needed				
		Student Health Consultation: Goals will include: Empowerment of Youth • Providing opportunities for wide student input to Whanau Centre team • Developing student-initiated programmes • Consultation with youth about needs, wants and priorities • Involving students in solutions • Developing Student Hauora/Wellbeing Plan • Initiating a Breakfast Club • Safe Driving practices, etc				
	Culturally appropriate health & wellbeing practices for Maori & Pasifika youth	Onsite Sexual Health advice (as needed): At age-appropriate stages, sexual health education will include: Student education • Health safety promotion • Access to condoms & contraception education • separate boys/girls advice				
		Kia Aroha College has developed Curriculum Essence Statements to identify and describe specific, culturally responsive aspects of learning that apply on this campus, that are in addition to the requirements of the NZ Curriculum. • In Te Whanau o Tupuranga, Health Education is about; the holistic well-being of the students themselves, of other people, and of society, using the concepts of <i>Te Whare Tapawha</i> (Durie, 1994). • In Fanau Pasifika, relevant Pasifika Health models include; the <i>Fonofale</i> model (Pulotu-Endemann, 2002) which rests on the family as a foundation. The pillars represent spiritual, physical, mental and other dimensions of health, while culture serves as an umbrella encompassing the various components; the <i>Fonua</i> model (Tu’itahi, 2007) - the well being of the whole person: that is his/her spiritual, mental and physical well being, which refers not just to individuals but also to communities, the environment in which they live, and the relationship that binds them together; the <i>Niu</i> model (MidCentral Pasifika Health Development Group, 2009) representing life, wellbeing, resource, usefulness and regeneration – integrating the past, present and future. • Within these models, culturally appropriate practice will be observed in the structure and organisation of classes and/or groups e.g. single gender classes where this is cultural expectation				

NB: The policies and guidelines for the delivery of school-based services through the Kia Aroha College Whanau Centre are outlined in the Whanau Centre Policy Manual