

## **Health Education Consultation**

The purpose of the health consultation process is to:

- Inform the school community about the content of the health curriculum, in broad outline;
- Ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community; and
- Determine in broad terms, the health education needs of the students at the school.

Thus the attached survey will give you a broad outline of the Health Education section of the Health and Physical Education curriculum, and then will seek information from you about :

1. **What you think are the health needs of the children**
2. **What you think should/could be included in the Health Education curriculum for our school**

**Thus consultation is a two – way process. We really want your views please.**

**Please bear in mind that the content described in the statements below is taught within the context of the child's year group so that it is developmentally appropriate.**

**Health education (Statement from the New Zealand Curriculum document)**

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.

In the health education programme there are four key areas of learning we are concerned with

1. Mental health
2. Sexuality education
3. Food and nutrition
4. Body care and physical safety

### **Mental health**

Mental health is a broad area, influenced by lots of things.

At the personal level, mental health refers to the quality of a person's psychological, social, and behavioural functioning in the world.

Positive mental health is necessary for students to reach their highest academic, physical, and social potential.

### **Sexuality Education**

Sexuality education is a lifelong process. It provides students with the knowledge, understanding, and skills to develop positive attitudes towards sexuality, to take care of their sexual health, and to enhance their interpersonal relationships, now and in the future. In this section of the Health Education curriculum, the term "sexuality education" includes relevant aspects of the concept of well-being.

Please note that the term "sex education" generally refers only to the physical dimension of sexuality education and it is only taught at Years 7 and 8 level. When this is covered, parents will have an opportunity to withdraw their child if parents wish this.

### **Food and Nutrition**

The food choices made by individuals and families affect all aspects of their health. Food and nutrition education enables students to make informed decisions about food and the choices that will contribute to their own well-being and that of other people.

In this area of learning children examine the influence of food and nutrition in relation to the physical, social, mental and emotional, and spiritual dimensions of hauora – well-being.

### **Body Care and Physical Safety**

Learning about body care and physical safety provides students with opportunities to make informed decisions about body care, to recognize hazards in the environment, and to adopt safe practices in relation to these.

The main focus of this key learning area is the physical dimension of hauora. However, body care and physical safety does also relate to the mental and emotional, social, and spiritual dimensions of hauora because the four dimensions are interrelated.

In this area students examine social, cultural, and economic attitudes, beliefs, and practices that influence environmental safety and personal body care.

## PARENT SURVEY IN RELATION TO HEALTH EDUCATION

(Term Four, 2013)

### Mental health

#### What we do now

We focus on developing personal identity, building self esteem, developing a positive attitude, learning how to maintain and enhance relationships, learning how to express needs, wants and feelings appropriately, and learning how to make appropriate choices.

We use people in the community to help us with this programme – people such as our Public Health Nurse (Judy Harding), the Police Education programme (particularly constables Keeley Riwai-Couch and Sue Esler), the Life Education Trust, the Social Worker in Schools (Viv Lyster), the Whanau Support Group and you as parents.

#### What do you think are the health needs of the children in this area of Health Education?

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#### Can you think of anything you would like us to be aware of as we design our learning programmes in this area?

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### Sexuality Education

#### What we do now

Students require a range of developmentally appropriate learning opportunities in sexuality education. These generally occur as part of the programme in relation to the concept of well being.

Opportunities include personal and interpersonal skills and related attitudes, including

- the skills needed to examine people's attitudes, values, and beliefs and their rights and responsibilities
- attitudes of respect for themselves and other people
- attitudes of care and concern for themselves and other people

- effective communication skills
- problem-solving and decision-making skills;
- understandings and skills to enhance relationships for example, in relation to friendship

The physical dimension of sexuality education, particularly in relation to pubertal change, is only taught at Years 7 and 8 level. When this is included in the programme, parents will have an opportunity to withdraw their child if parents wish this.

**What you think are the health needs of the children in this area of Health Education?**

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**Can you think of anything you would like us to be aware of as we design our learning programmes in this area?**

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## **Food and Nutrition**

### **What we do now**

Students examine the influences of culture, technology, and society on food choices, food preparation, and eating patterns and we hope the students will develop strategies for addressing nutrition-related health issues.

Students have practical experiences designed to help them develop health-enhancing attitudes to food and nutrition. Our programmes encourage a healthy and realistic attitude to body size and shape and promote the enjoyment and appreciation of food.

Students participate in learning opportunities in food and nutrition education that will enable them to develop:

- knowledge and understanding of the nutrition people across all age groups require for growth and development;
- understanding of how nutrition, exercise, and well-being are related;
- knowledge and understandings of the cultural significance of food and of rituals associated with food and nutrition;
- knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition;

- knowledge of the costs associated with buying and preparing food and the skills necessary to meet nutritional needs on a limited budget;
- the skills needed to prepare food successfully and safely at a personal level and as a shared responsibility.

All students will have had practical cooking experiences by the end of Year 8, including those experiences which occur as part of Years 7 and 8 Technology classes

**What you think are the health needs of the children in this area of Health Education?**

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**Can you think of anything you would like us to be aware of as we design our learning programmes in this area?**

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## **Body Care and Physical Safety**

### **What we do now**

Students participate in a range of learning opportunities, which include opportunities to:

- develop knowledge, understandings, and skills for personal body care for example, in relation to hygiene, the management of medication, sleep and rest, relaxation, posture, lifting and carrying, warming up, stretching, regular physical activity, and the care of eyes, ears, teeth, and skin.
- develop knowledge and skills for the prevention of illness, injury, infection, disease, and common lifestyle disorders.
- develop knowledge and understanding of practical ways of caring for themselves and other people during times of illness, injury or accident, and rehabilitation.
- develop the ability to identify environmental hazards such as hazards in the home, near roads, in playgrounds, and in bush and other outdoor environments and risks relating to fire, sun, water, poisons, and passive smoking; e.g. being Sun Smart, participate in school Swimming programme.
- practice strategies to avoid or minimize harm from environmental hazards and learn emergency procedures for managing risk situations.

- 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.

**What you think are the health needs of the children in this area of Health Education?**

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**Can you think of anything you would like us to be aware of as we design our learning programmes in this area?**

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**Is there anything else you would like to add about our Health Education programme?**

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Thank you for taking time to complete this survey as part of the consultation process.

Please return surveys to the Principal (Alastair Kay), or to the school office, or to your child's teacher.

Please return them no later than **Friday 6 December 2013**.