

**COLWILL SCHOOL MASSEY  
STATEMENT ON THE DELIVERY OF  
THE HEALTH CURRICULUM**

In accordance with section 60B of the Education Act 1989 (amended in 2001) the Board of every state school must, at least once in every two years and after consultation with the school community, adopt a statement on the delivery of the health curriculum.

**Health and Physical Education in the New Zealand Curriculum**

The health and physical education curriculum includes four key areas of learning related to health.

1. ***Mental Health***

Positive mental health and wellbeing is a prerequisite to students reaching their highest academic, physical and social potential. Mental health education aims to promote a safe emotional environment.

2. ***Sexuality Education***

Sexuality education is a lifelong process. It provides students with the knowledge, understanding and skills to develop positive attitudes towards sexuality and to enhance their interpersonal relationships, now and in the future.

3. ***Food and Nutrition***

Food and nutrition education enables students to make informed decisions about food and the choices that will contribute to their own wellbeing and that of other people.

4. ***Body Care and Physical Safety***

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

**Overriding Principles**

Principles that cover every area of the health curriculum delivery at Colwill School:

1. The setting of achievement objectives appropriate to students' development and maturity at primary school. They will be taken from levels 1-4 of the curriculum. Content of class topics will not go beyond the learning objectives in these levels as outlined in curriculum documents.
2. The enhancement of communication between the home and school wherever possible.
3. Ensuring that staff are appropriately trained and developed in knowledge of the health curriculum content and delivery.
4. Ensuring that the learning materials used within the programme are carefully selected and are age and needs appropriate. They must also reflect the stated goals.

### **Mental Health – goals and principles**

The broadly agreed and overriding goal of the mental health programme is to promote optimal psychological, social and behavioural functioning. This included personal and interpersonal skills to strengthen identity and a sense of self worth.

#### ***Specific principles:***

- Ensuring, as much as possible, that a safe emotional environment exists within the school.
- Acknowledging diverse points of view, accepting a range of abilities and showing concern for one another.
- Respect for individual attitudes and values.

### **Sexuality Education – goals and principles**

The broadly agreed and overriding goal of the sexuality education programme is to provide students with the knowledge, understanding and skills relating to sexual development – physical, emotional and social. It is also to develop personal and interpersonal skills and related attitudes and values.

#### ***Specific principles***

- Recognising that the family is the primary educator of children in matters to do with sexuality.
- Acknowledging that sexuality education is a lifelong process and should always be age and needs appropriate.

### **Food and Nutrition – goals and principles**

The broadly agreed and overriding goal of the food and nutrition programme us to develop health-enhancing attitudes to food and nutrition.

#### ***Specific principles***

- Providing a school environment that encourages healthy eating.
- Provision of information that will enable students to develop strategies for addressing nutrition related health issues.

### **Body Care and Physical Safety – goals and principles**

The broadly agreed and overriding goal of the body care and physical safety programme is to promote physical wellbeing and to learn about environmental safety and personal body care.

#### ***Specific principles***

- Provision of a safe environment within the school.
- Recognising that the family is the primary educator of children in matters to do with the body.
- Recognition that individuals must take responsibility for their own physical wellbeing.
- Recognition of social influences on body care and health issues.

Draft Statement developed for the Colwill School Board of Trustees November 2013

Adopted 18/2/14 after a draft statement was put out for consultation