



# Dairy Flat School

WHĀIA TE ITI KAHURANGI ME TE ATAWHAI TĀNGATA TAHI  
Strive for Excellence, Care for All

## Health Education at Dairy Flat School

### Health Curriculum

#### [He oranga ngākau, he pikinga waiora. / Health and Physical Education Curriculum](#)

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:

**Hauora**<sup>1</sup> – 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.

**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.

The **socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.

**Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

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#### Footnotes

In health and physical education, the use of the word hauora is based on Mason Durie's Te Whare Tapa Whā model (Durie, 1994). Hauora and well-being, though not synonyms, share much common ground. Taha wairua relates to spiritual well-being; taha hinengaro to mental and emotional well-being; taha tinana to physical well-being; and taha whānau to social well-being.

# Health Education at Dairy Flat School

Health Education units of learning at Dairy Flat School have been designed to connect with the school's values and strategic goals as well as The New Zealand Curriculum. Our school vision is Whāia te iti kahurangi me te atawhai tāngata tahi. Strive for excellence, care for all. Through participating in the Health Education programme ākonga will be given the tools and knowledge to nurture their own wellbeing.

They will also practice and apply interpersonal skills that contribute to improving relationships and being inclusive of others. Ākonga will be challenged to critically explore attitudes, values and practices that influence health in their local community and wider society and engage in health promoting actions within their school and community.

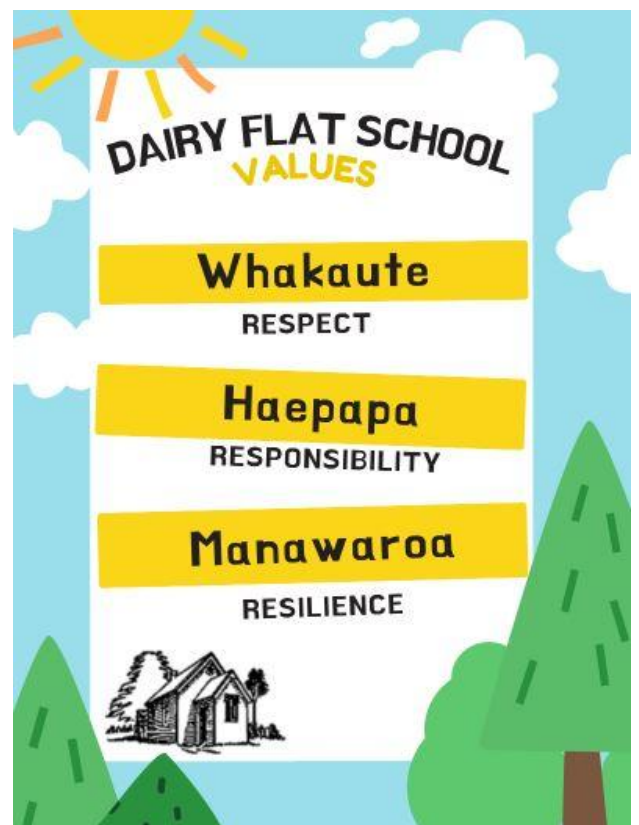
Units and lessons are developed that are responsive to ākonga needs and will include innovative, collaborative learning activities. Units of learning will be evaluated regularly with the use of kaiako reflection as well as ākonga and community voice.

Our Values underpin our Health Curriculum.

We **respect** ourselves, others and our environment.

We make the right choices and are **responsible** for our actions

We show **resilience** by believing in ourselves, and keep trying



**Hauora** is the term we use at Dairy Flat School when we talk about and consider well being. It is one of our core foundations.

More broadly, it is a Māori philosophy of health unique to Aotearoa and a framework for students and staff to consider the important dimensions of well being. We use Te Whare Tapa Whā as a model for considering the different aspects of hauora.

At Dairy Flat School, we will continually strive to create the conditions for hauora to be nurtured so that our tamariki can develop good habits of mind and body. We want them to be healthy, strong, and active agents of their wellbeing.



## Relationships and Sexuality Education at Dairy Flat School

The tables below are aligned with the achievement objectives with the strands Personal Health and Physical Development, Relationship with Other People, and Health Communities and Environments in the Health and Physical Education areas of the New Zealand Curriculum

### Key learning at level 1 (year 0-2)

- Recognise body parts and can name them
- Know about body safety including hygiene and appropriate touching, know how to show respect for themselves and others, and can use strategies to keep themselves safe (including basic safety strategies online and on devices)
- Are able to make friends, be a good friend, be inclusive and accept and celebrate difference in a range of contexts
- Are able to express their own feelings and needs and can listen and be sensitive to others by showing aroha, care, respect and manaakitanga (kindness)
- Know about belonging and about roles and responsibilities at school and within the whānau and wider community
- Know who to trust and how to ask for help
- Are able to stand up for themselves and other (eg, if there is unfairness, teasing, bullying or inappropriate touch)

## **Key learning at level 2 (year 3,4)**

- Know about human anatomy and how they change over time
- Understand what consent means and able to give and receive consent (eg at the doctor or health room)
- Are able to name and express a wide range of feelings and use skills to manage their feelings
- Engage positively with peers and others during play, games and activities, and online (by listening, affirming others and waiting, taking turns, recognising others' feelings and respecting them and showing manaakitanga (kindness), aroha (care) and responsibility.
- Understand that personal identities differ (eg in terms of gender, ethnicity, language, religion and whakapapa)
- Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society
- Are able to contribute to and follow guidelines that support inclusive environments in the classroom and school.

## **Key learning at level 3 (year 5,6)**

- Know about pubertal change and it is different for different people and understand associated needs that relate to people's social, emotional , and physical wellbeing.
- Are able to take part in collective action to implement school and community policies that support young people during pubertal change.
- Understand different types of relationships (eg friendships, relationships between whānau (family), team and church members and online relationships) and understand how relationships influence their own wellbeing and that of others.
- Understand consent, pressure, coercion, and rights, and have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts.
- Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau (family), and online)
- Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau (family)
- Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (eg, at public events, during physical activity and sports, within whānau (family), in community organisations and online)

- Are able to critique the ways in which social media and other media represents bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.

More Information available [here](#)

## Key Programmes

[PB4L](#)

[Zones of Regulation](#)

[Travelwise \(Road Safety\)](#)

[Digital Citizenship](#)

[Keeping Ourselves Safe](#)

[Life Education Caravan](#)

[Sun Safety](#)

[Fire Safety/Firewise](#)

[Water Safety](#)

[Gumboot Friday - I am Hope.](#)

[Pink Shirt Day.](#)

[Bright Smile Programme](#)

### IN PROGRESS

Puberty Programme/in the process of changing from [NEST](#)

[Mitey](#)

[Restorative Practices](#)

[Garden to Table](#)

