



Health Education Delivery Statement

Our schools vision is "Connecting to others, our environment and the future, Te whanaungatanga ki te tangata, te taio, te anamata hoki". We have values to guide us, they are Manaakitanga, Ako and Kaitiakitanga.

We aim to assist students in developing a culture of care, to become passionate and engaged in their learning in order to nurture and protect our taonga.

We offer health education that gives every student opportunities to develop their critical thinking. They also learn the knowledge and skills they need to be healthy and well, and contribute to the wellbeing of others and their communities.

Health education helps students learn the values and key competencies of the New Zealand curriculum. We teach in a way that helps our school's strategic focus of helping students to develop the skills needed in a modern world and become confident and socially responsible citizens online and offline.

At Collingwood Area School, health education is integrated. Key areas of learning provide contexts for students to develop skills to become physically, mentally, emotionally, and spiritually healthy. We explore: hauora and wellbeing; friendships and relationships; managing change and building resilience; food for health and wellbeing; sexuality and gender; and alcohol and other drugs. Throughout all of these topics, students will develop their ability to think critically, manage themselves, participate and contribute, and relate to others - key competencies in the NZ curriculum. This is offered throughout all year levels, with an optional NCEA programme from year 11 to year 13. The table on the following page has more information about this.

Health education is taught by qualified teachers who are trained through health education specialist courses to identify student learning needs and design a learning programme in this subject. Parents or caregivers who wish to withdraw their child from any aspect of the relationship and sexuality program may do so by writing to the principal.

We also use external providers, such as Attitude, Eat Right Be Bright, the school health nurse and the Life Education Trust to complement the health programme. Classes from these providers add real-life context to the learning students have already had in their health classes. All of the material covered in these classes and the people providing these classes are reviewed by our Head of Health Education before delivery to ensure it aligns with our school curriculum and meets the learning needs of our students.

All health and wellbeing initiatives at our school build on what is taught in these classes. Students are encouraged to create an inclusive school community where being healthy and well is celebrated. Health education is provided to every student. Some may need further support, and we have a pastoral support team who can provide this. Where possible, our pastoral team build on the learning students have received in these health classes.



Overview of Collingwood Area School Health Education Program

Year level	Main topics	Key Concepts (Big Ideas)	Assessment points
<p style="text-align: center;">1/2</p> <p style="text-align: center;">1 hour / week</p>	<p>Who am I?</p>	<ul style="list-style-type: none"> ● Personal Identity ● Personal Strengths ● Similarities and Differences ● Diverse Family Structure ● Gender Roles 	<ul style="list-style-type: none"> ● Share origins of our names ● Introduce themselves through Pepeha ● Describe similarities and differences ● Explore diverse family structures ● Explore diverse gender roles
	<p>Relationships</p>	<ul style="list-style-type: none"> ● Respect ● Friendships ● Feelings and Needs ● Family Roles 	<ul style="list-style-type: none"> ● Discuss the meaning of respect ● Demonstrate ways of showing respect to others including in the home ● Share ideas about making new friends ● Explore strategies of being a good friend ● Describe a range of emotions
	<p>Growing and Changing</p>	<ul style="list-style-type: none"> ● Movement of the Body ● Body Growth ● Body Parts ● Personal Hygiene ● Reproduction 	<ul style="list-style-type: none"> ● Understand the benefits of exercise ● Identify things they can do now and set goals to work on ● Identify and name their body parts ● Know how to clean and care for their bodies
	<p>Staying safe</p>	<ul style="list-style-type: none"> ● Standing up for myself and others ● Safe and unsafe touch ● People who can help me ● On-line Safety 	<ul style="list-style-type: none"> ● Recognising bullying behaviour and will develop strategies to stand up for themselves and others ● Describe what to do if they experience touch that they don't like ● Identify people who can help them keep safe in the community ● Identify ways to stay safe when they are online



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<p style="text-align: center;">3/4</p> <p style="text-align: center;">1 hour / week</p>	<p>Who am I / Ko wai au?</p>	<ul style="list-style-type: none"> ● My personal qualities ● The cultures in my classroom ● My Whanau ● I am unique ● Gender Diversity ● What makes me happy 	<ul style="list-style-type: none"> ● Recognise their personal qualities and strengths ● Recognise and celebrate their own cultures and the cultural diversity of others ● Students will describe their whanau and identify what makes it unique <ul style="list-style-type: none"> ○ Students will understand that family structures are diverse ● Recognise ways in which we are similar and different ● Explore gender identity, gender stereotypes and diverse gender roles ● Identify what makes them happy and understand the benefits of happiness
	<p>Relationships</p>	<ul style="list-style-type: none"> ● Growing healthy relationships ● Exploring Manaakitanga ● Recognising and expressing my feelings ● Managing relationships and challenging situations ● Managing peer pressure ● Helping my whanau 	<ul style="list-style-type: none"> ● Identify different types of relationships ● Discuss the concept of manaakitanga and strategies to manaaki others ● Describe different emotions, manage thoughts and feelings ● Strategies to manage relationships in challenging situations. ● Describe examples of positive and negative peer pressure ● Identify their responsibilities at home



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<p>3/4 1 hour / week</p>	<p>Growing and Changing</p>	<ul style="list-style-type: none"> • What do I need to grow? • Our physical differences • Moving my body • My changing body • Caring for my body 	<ul style="list-style-type: none"> • Describe how bodies grow and change and what they need for healthy growth • Recognise ways that we look different from each other, and things they like about their own bodies • Describe benefits of exercise <ul style="list-style-type: none"> ◦ Describe positive ways of including others in play • Describe stages of human growth from birth to old age • Strategies to care for their bodies
	<p>Staying Safe</p>	<ul style="list-style-type: none"> • I'm the boss of my body • Standing up for myself and others • Staying safe online • Who can help me with my worries • A recipe for my wellbeing 	<ul style="list-style-type: none"> • Their body is their own and they can decide what to do with it <ul style="list-style-type: none"> ◦ Know what to do and say if they don't feel comfortable or safe. • Recognise bullying behaviour and learn strategies to stand up for themselves and others • Identify ways to stay safe online • Identify strategies, people and agencies in their community who they can talk to when worried • Summarise what enhances their personal wellbeing



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5/6 1 hour / week	Who Am I?/ Ko wai au?	<ul style="list-style-type: none"> ● Identity and uniqueness ● Influence of media ● Gender and gender stereotypes 	<ul style="list-style-type: none"> ● Describe the qualities that make them unique. ● Identify strategies for enhancing their own self-worth and that of others. ● Describe how messages in the media can influence identity and self-worth. ● Describe how gender stereotypes can impact relationships, roles and behaviours.
	Relationships/ Nga whanaungatanga	<ul style="list-style-type: none"> ● Taking ownership of our personal opinions ● Qualities of friendships/relationships ● Managing relationships ● Those who can support us ● Passive, aggressive and assertive communication ● Different perspectives ● Consent, body ownership ● Dilemmas and decision-making 	<ul style="list-style-type: none"> ● Express opinions about relationships and demonstrate respect when listening to those of others. ● Identify qualities of positive relationships. ● Identify strategies for coping with changes in friendships. ● Identify who they can rely on in different situations. ● Identify the factors that influence decision-making.



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<p>5/6</p> <p>1 hour / week</p>	<p>Growing and Changing/Te tipu me te huri o te tangata</p>	<ul style="list-style-type: none"> • Growth and development • Reproduction and conception • Managing hygiene and changes • Gender and sexual identity • Body image • Media • Stereotypes • Relationships, roles and behaviours 	<ul style="list-style-type: none"> • Describe the stages of growth and terms used to express these stages. • Identify the changes that occur during puberty and recognise that most of the changes happen to everybody. • Recall the correct terms for the reproductive parts of their bodies. • Describe strategies to look after their bodies before, during, and after puberty.
	<p>Staying Safe/Te noho haumarū</p>	<ul style="list-style-type: none"> • Digital safety and citizenship • Those who can support us • Ways we can support others 	<ul style="list-style-type: none"> • Describe strategies to stay safe online. • Identify the types of support that are available in different situations. • Identity strategies for supporting others.



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<p>7/8</p> <p>1 hour / week</p>	<p>Who am I? Ko wai au?</p>	<ul style="list-style-type: none"> • Understanding our personal learning journeys • Balancing rights and responsibilities • Understanding gender and stereotypes 	<ul style="list-style-type: none"> • Students will identify the big ideas about relationships and sexuality • Students will identify that their rights and responsibilities increase as they get older. • Students will identify their rights and responsibilities in given situations. • Students will identify gender stereotypes and their impact on people's sense of identity.
	<p>Relationships Ngā whanaungatanga</p>	<ul style="list-style-type: none"> • What is important in a relationship? • Setting our boundaries • Sexual orientation • Assertiveness and making decisions 	<ul style="list-style-type: none"> • Students can discuss different kinds of relationships and identify the qualities they value in them. • Students understand concepts about consent and identify what giving and receiving consent looks like. • Students can demonstrate assertiveness and decision-making skills.



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<p>7/8 1 hour / week</p>	<p>Growing and changing</p>	<ul style="list-style-type: none"> • Pubertal change • Managing pubertal change • Getting to know our reproductive systems • Conception • Safer sex 	<ul style="list-style-type: none"> • Students can identify the changes that take place during puberty and recognise that most of them happen to everybody • Students can identify and discuss practical ways of managing changes and feelings. • Students will understand the human reproductive systems functions, and be comfortable using correct terminology. • Students will be able to discuss contraception and its use in preventing pregnancy and sexually transmissible infections (STIs).
<p>Staying safe</p>	<ul style="list-style-type: none"> • Listening to our feelings • Online safety: Cyberbullying • Online safety: Pornography and sexting • Who is our maunga? • Celebrating our journeys 	<ul style="list-style-type: none"> • Students can identify and manage the impact of online bullying. • Students can think critically about online pornography and sexting and identify strategies to keep themselves safe. • Students can identify where they can find support in a range of situations. 	



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9 1 hour / week	Hauora He oranga ngākau, he pikinga waiora <i>Positive feelings in your heart will raise your sense of self-worth.</i>	<ul style="list-style-type: none"> • Manaakitanga and whanaungatanga are interconnected and contribute to the hauora of individuals, whānau, and communities • Te Whare tapa wha (Resource) • 5 ways to wellbeing (Resource) 	<ul style="list-style-type: none"> • Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.
	Nutrition	<ul style="list-style-type: none"> • Personal, interpersonal, and societal factors need to be considered when making decisions about nutritional needs. 	<ul style="list-style-type: none"> • Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.
	Relationships and Sexuality	<ul style="list-style-type: none"> • There are a range of cultural approaches to gender and sexuality and these relate to holistic understandings of wellbeing • Students take responsibility for their own and others sexual health and wellbeing • Navigating the journey (Resource) 	<ul style="list-style-type: none"> • Describe the characteristics of pubertal change and discuss positive adjustment strategies. • Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.
	Alcohol, vaping and smoking	<ul style="list-style-type: none"> • Alcohol affects your Hauora • How to make safe choices • What support is available? 	<ul style="list-style-type: none"> • Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.



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<p style="text-align: center;">10</p> <p style="text-align: center;">1 hour / week</p>	<p>Mental health</p>	<ul style="list-style-type: none"> ● As individuals we have different needs to maintain our Hauora ● If we use strategies to manage our health we can achieve better outcomes. ● Te Whare tapa wha (Resource) ● 5 ways to wellbeing (Resource) 	<ul style="list-style-type: none"> ● Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.
	<p>Body Care & Safety</p>	<ul style="list-style-type: none"> ● Personal Hygiene is essential for Hauora ● Everyone is responsible for managing bullying ● Eating for your lifestyle as a teen 	<ul style="list-style-type: none"> ● Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.
	<p>Relationships and Sexuality</p>	<ul style="list-style-type: none"> ● Ideas about love, intimacy, attraction, desire, romance, and pleasure can affect wellbeing. ● We live in a diverse society ● The importance of consent ● Navigating the journey (Resource) 	<ul style="list-style-type: none"> ● Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately ● Identify issues associated with relationships and describe options to achieve positive outcomes
	<p>Drugs</p>	<ul style="list-style-type: none"> ● How to make safe choices in a world where drugs exist ● How do drugs affect the adolescent brain? ● Where is support available? 	<ul style="list-style-type: none"> ● Investigate and practice safety procedures and strategies to manage risk situations. ● 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.



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11-13 1 hour / week	Mental health	<ul style="list-style-type: none"> • Dealing with stress • Achieving life balance • Developing resilience 	NCEA assessment optional
	Looking after yourself	<ul style="list-style-type: none"> • Accessing health providers • How choices impact on lifestyle • Rights relating to Hauora 	
	Relationships and Sexuality	<ul style="list-style-type: none"> • Celebrating diversity • Exploring discrimination • Friendships and intimate relationships 	
	Drugs & Alcohol	<ul style="list-style-type: none"> • Managing risk • Looking out for your mates • Support agencies 	



Overview of Collingwood Area School Health Education Program

Pathways

The knowledge and experiences that ākonga achieve through their engagement with Health can lead to further study in NCEA. This leads to a wide range of pathways.

The health sector, such as:

- care, support, and rehabilitation of people
- diagnosing and treating people
- health promotion and advice
- medical research and testing
- providing technical support and equipment to healthcare professionals.

Community services, such as:

- working with people of different ages, life stages, abilities, and cultures
- counseling and therapy
- helping people with personal development and life decisions
- community support and care.

The science sector, such as:

- analysing and interpreting results and data related to health and wellbeing
- research, investigation, and experiments into an area of health or nutrition science.

Management and consulting, such as:

- the recruitment, training, and development of staff in any health- or wellbeing-related workplace
- health and/or wellbeing marketing and communications.

Education, such as:

- helping children, young people, or adults learn about health and wellbeing
- planning and teaching programmes and classes about health and wellbeing.

Government and law, such as:

- development of policies and regulations related to health and wellbeing
- writing, researching, analysing, and evaluating information about health and wellbeing.

