



Health, Physical Education and EOTC

At Katikati Primary School we are committed to delivering the Health Curriculum as laid out in the National Curriculum and to meeting the needs of our school community. The New Zealand National Curriculum states:

“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.”

The four strands (Personal Health and Physical Development; Movement Concepts and Motor Skills; Relationships with Other People; Healthy Communities and Environments) will be incorporated into inquiry to ensure learning in authentic and meaningful contexts.

Specific areas will be covered by outside providers.

In Health, Physical Education and EOTC the expectations are:

- EOTC will be closely linked to the curriculum and will be developmentally progressive through year 1-6.
- Physical activity will be encouraged on a daily basis.
- There is a focus on fundamental skill development that is sequential through years 0-6.
- Students will develop knowledge, skills and attitudes through the four underlying concepts of hauora, attitudes and values, socio-ecological perspective and health promotion.
- Students have the opportunity to take part in a range of school events.

Team 1(Year 0-2)

Key Area of Learning	Supporting Programme	Frequency
Rotation of topics in line with Conceptual Curriculum Plan	Life Education	Annually
Sexuality (Body Care and Physical Safety) Road Safety Fire Safety	Keeping Ourselves Safe	Alternate years
Mental Health Sexuality Food and Nutrition Body Care and Physical Safety	To be incorporated into learning programmes as and when appropriate, linking key competencies and values to social relationships and being part of a community. Safety with sun, water, beach, fire etc will be incorporated into learning programmes in context. Outside providers may be used to enhance learning experience.	
EOTC	Library visits, marae visit, farm visit, end of year celebration, Funky Fun Day (Year 3).	As fits with the learning programme and inquiry focus.
Movement Concepts and Motor Skills	Cricket, hockey skill development. Sport BOP.	Annually

Team 2 (Year 3-4)

Key Area of Learning	Supporting Programme	Frequency
Rotation of topics in line with Conceptual Curriculum Plan	Life Education	Annually
Sexuality (Body Care and Physical Safety) Road Safety	Keeping Ourselves Safe/ Confident Kids alternate each year	Annually
Body Care and Physical Safety	Girls Self Defense Classes	Alternate years
Mental Health Sexuality Food and Nutrition Body Care and Physical Safety	To be incorporated into learning programmes as and when appropriate, through mindfulness, circle time, mirimiri etc linking key competencies and values to social relationships and being part of a community.	
EOTC	Library visits, marae visit, inquiry trips, end of year celebration, overnight camp, Funky Fun Day (Year 3/4).	As fits with the learning programme and inquiry focus.
Movement Concepts and Motor Skills	Cricket/hockey skills/soccer development when available. Sport BOP.	Annually
Body Care and Physical Safety	Water, Beach and Sun Safety - Waihi Surf Club/ Camp	Annually (years 3/4)

Body and Physical Safety	Farm Safety- booklets from NZ Police linked to Ag Day	Annually (Years 3/4)
Movement Concepts and Motor Skills	Funky Fun Day - TECT Arena	Annually (Years 3/ 4)

Team 3 (Year 5/6)

Key Area of Learning	Supporting Programme	Frequency
Social Relationships, Food and Nutrition, Body Systems, Substances (dependent on inquiry focus)	Life Education	Even years
Puberty	NZ Curriculum - Personal Growth and Development	Even years
Sexuality Body Care and Physical Safety	Kia Kaha Keeping Ourselves Safe	Odd years
Body Care and Physical Safety	Cycle Safety - Bike Safety NZ	Annually (Year 5 and 6)
Healthy Communities and Environments	Road Safety (Road Patrollers and Bus Monitors), Orange Day - NZ Police	Annually (Year 5 and 6)
EOTC	Camp (Yr 5/6) Museum, marae visits, inquiry trips	Odd yrs Annually

Body and Physical Safety	First Aid - St Johns	Annually (Year 6)
Movement Concepts and Motor Skills	Opportunity to participate in Netball, Rippa Rugby, Top Schools, Future Champs, Kiwi Sports	Annually

Whole School

Key Area of Learning	Supporting Programme	Frequency
Movement Concepts and Motor Skills	Production - movement and dance	Biennially
EOTC	End of year celebration, local environment, Agricultural Day	Annually
Movement Concepts and Motor Skills	Cross Country, Athletics, Aquatics and Swimming Sports.	Annually
<u>Hauora</u> - taha tinana (physical well-being), taha hinengaro (mental and emotional well-being), taha whanau (social well-being), and taha wairua (spiritual well-being).	Daily fitness/movement, physical activity Growth mindset, the explorer highway (learning to learn), ERICA values, key competencies, interpersonal relationships, being part of a community, personal identity (pepeha)	Annually

Parents will be informed when a unit focusing on sexuality education is about to be taught. Parents have the right to withdraw their child from specified parts of the health programme related to sexuality education through a written request to the Principal. Through working together with our community we aim to provide opportunities for our students to learn about their own well-being and that of others and society, in health related and movement contexts. We also aim to ensure that children are guided to assume responsibility for their own physical, social and mental well-being.