



Palmerston North Girls' High School

STATEMENT ON THE DELIVERY OF THE HEALTH CURRICULUM

Preamble:

Section 60B of the Education Standards Act 2001, outlines the legal requirements for state schools regarding **consultation about treatment of health curriculum**.

- (1) The board of every State school must, at least once in every 2 years, and after consultation with the school community, adopt a statement on the delivery of the health curriculum
- (2) In this section –
 - school community** means, -
 - (a) in the case of an integrated school, the parents of students enrolled at the school, and the school's proprietors;
 - (b) in the case of any other State school, the parents of students enrolled at the school;
 - (c) in every case, any other person whom the board considers is part of the school community for the purpose of this section
 - statement on the delivery of the health curriculum** means a written statement of how the school will implement the health education components of the relevant national curriculum statements.
- (3) The purpose of the consultation required is to –
 - (a) inform the school community about the content of the health curriculum; and
 - (b) 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
 - (c) determine, in broad terms, the health education needs of the students at the school.
- (4) A board may adopt any method of consultation that it considers will best achieve the purpose set out in the subsection (3), but it may not adopt a statement on the delivery of the health curriculum until it has –
 - (a) prepared the statement in draft; and
 - (b) given members of the school community an adequate opportunity to comment on the draft statement; and
 - (c) considered any comments received.

Health Education in the New Zealand Curriculum:

Students require a range of learning opportunities in **mental health**. These include opportunities to develop:

- knowledge, understanding, and skills to strengthen **personal identity** and enhance a sense of **self worth**
- knowledge, understanding, and skills to examine **discrimination** and **stereotyping**, and to evaluate their impact on people's mental health
- understanding and personal and interpersonal skills to **enhance relationships**
- knowledge, understandings, and skills to support themselves and other people during times of **stress, disappointment and loss**
- knowledge, understandings, and skills to make informed, health-enhancing decisions in relation to **drug use and misuse**
- knowledge, understandings, and skills to recognise and respond to situations of **abuse and harassment**
- knowledge and understanding of the health benefits of physical activity, relaxation, and recreation in relation to mental health.

Students require a range of developmentally appropriate learning opportunities in **sexuality education**. These include opportunities to develop:

- knowledge, understandings, and skills relating to **sexual development** - physical, emotional, and social
- knowledge, understandings, and skills to enhance their **sexual and reproductive health**
- personal and interpersonal skills and related attitudes including **problem solving and decision-making skills**
- understandings and skills to **enhance relationships**.

Mental health – Goals and principles:

The broadly agreed and overriding goal of the mental health programme at Palmerston North Girls' High School is to provide students with the knowledge, understanding, and skills that they need to enhance their sense of self-worth and to interact positively with others in the school community.

The agreed principles underlying the treatment of the mental health education at Palmerston North Girls' High School are those of:

- ensuring that staff who teach mental health education are appropriately trained and qualified classroom teachers;
- ensuring that the learning materials used within the programme are carefully selected and that they reflect the goals and principles above;
- enhancing communication between the school and the home wherever possible.

Sexuality education – Goals and principles:

The broadly agreed and overriding goal of the sexuality education programme at Palmerston North Girls' High School is to provide students with the knowledge, understanding, and skills that they need to develop positive attitudes to sexuality and to take care of their sexual health needs, both now and in the future.

The agreed principles underlying the treatment of sexuality education at Palmerston North Girls' High School are those of:

- recognising that the family is the primary educator of children in matters to do with sexuality;
- affirming the choice of students who are not sexually active and acknowledging the choice of those who are or have been sexually active;
- ensuring that staff who teach sexuality education are appropriately trained and qualified classroom teachers;
- ensuring that the learning materials used within the programme are carefully selected and that they reflect the goals and principles above;
- enhancing communication between the school and home wherever possible.

Outline of the school's programme:

Year 9

Unit 1. Getting Along

Unit Learning Focus:

Making friends, forming relationships, maintaining and changing friendships, working in groups and dealing with peer influences are all important concerns of students. Taking a positive approach towards helping students develop and maintain friendships and creating positive classroom communities can enable students to avoid loneliness, to develop social, communicative, and cognitive skills, and to feel like valued members of the school community. Learning in this unit will build upon students' perspectives and ideas of the challenges they face. It is intended that the learning objectives of this unit be integrated into all Physical Education schemes and lessons. This requires the teacher to actively promote inclusiveness, skills which enhance relationships, and respect for self and others throughout the year. This will help to promote a positive learning environment where students feel safe to engage in their learning.

Learning Outcomes:

5A4	Investigate and describe ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.
5C2	Demonstrate an understanding of how their attitudes and values affect the way they respond to different situations.
5C2	Demonstrate an understanding of how their attitudes and values affect the way they interact with people.

5C3	Demonstrate a range of interpersonal skills and processes through a wide variety of settings.
4C1	Identify and describe the features of healthy friendships.
4D3 4A4	Specify individual responsibility to avoid using “put-downs” and take collective action to care for the safety of other students.
4A1 4C1 5C1	Develop an understanding of what bullying is and the action to take when it occurs.

Unit 2. Under Pressure

Unit Learning Focus:

The onset of puberty is marked by the physical changes that occur in a young person’s body. As well as adjusting to the challenges posed by these physical changes, adolescents are transitioning from childhood to adulthood, becoming more independent and having to make safe decisions as they face the many and varied challenges of today’s youth.

Being in touch with their own values, knowing how to say no assertively to maintain relationships and having the inner strength and support to handle any negative reactions, can enable students to confidently make safe and healthy decisions for themselves and others. Student perspectives and experiences will inform the learning contexts in this unit.

4A1	Describe the characteristics of pubertal change and discuss positive adjustment strategies.
4C1	Identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses to pressure.
4A3	Access and use information to make and action safe choices in a range of contexts.
4C2	Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with others.
4A1 5A1	Identify what is meant by, and, the effects of stress and anxiety, develop awareness of strategies for preventing and coping with stress and maintaining a healthy balance.

Year 10

Unit 1. Stand UP

Unit Learning Focus:

This unit integrates the learning of verbal assertive skills with self defence skills so students can prevent being in emotionally or physically unsafe situations. It will also teach them ways to respond appropriately to remove themselves from these situations if they do occur. This unit acknowledges that diversity in the classroom, amongst friends, in families, in cultures and in communities can lead to conflict. Understanding similarities and accepting difference helps us to get along. Being able to communicate ourselves clearly and assertively can prevent conflict, ensure our feelings are expressed and keep us safe. Behaviours and skills to cope with these pressure situations and interpersonal challenges can be learnt and practiced. Being assertive helps people be more constructive in their personal, social and school/work-related lives. It is intended that learning in this unit will provide students with tools to effectively communicate with others to address a variety of scenarios significant to adolescence and to protect the welfare of themselves.

The Girls' Self Defence Project run by Women's Self Defence Network-Wahine Toa will be integrated into this unit. This focuses on ways to prevent and deal with unsafe situations and threats to personal safety. The course also covers distinguishing between good and bad touching and strategies to deal with inappropriate touching. This course offers each girl the opportunity to take a positive step to reinforce her ability to think confidently, speak strongly, and use her physical skills when necessary.

Learning Outcomes:

5A4	Investigate and describe how people define their identity and how this influences the way they describe others.
5C2	Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
5C1	Identify issues associated with relationships and describe positive ways of interacting with others.
5C3	Demonstrate assertive skills.
5C3	Develop and demonstrate strategies to solve a variety of problems.
5C3	Develop and demonstrate skills in problem-solving in order to enhance relationships with others.
5D4	Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.
4A1 4C1 5C1	Develop an understanding of what bullying is and action to take when it occurs.

5A3	Practice safe skills, procedures and strategies to manage risks to personal safety.
5C1	Identify inappropriate interactions with others and develop strategies to remove self from such situations.
5C3	Demonstrate interpersonal skills and processes that will help students make safe choices, minimise harm to themselves and improve their ability to think confidently in pressure situations.

Unit 2. Travelling the Sexuality Road – Making healthy choices for a healthy society.

Unit Learning Focus:

The Sexual Road concept looks at emerging sexuality and sexual progression as a normal developmental stage that all young people go through. It comes from a point of reference that each person will go 'down the road' at some point of their lives, some may be substantially well on their way by year 10, others a long way off. The issues and choices students have to make as they travel their road will be explored.

Students are in charge of what happens to them by the choices they make.

Learning Outcomes:

5A1	Describe the physical, social and emotional changes occurring during adolescence relating to sexuality.
5A4	Explore and describe how individuals define their own sexuality.
5C1	Identify issues that arise as young people travel their sexual road.
5C1	Explore and describe options students have as they travel their sexual road.
5C3	Demonstrate interpersonal skills and processes that will help students make safe choices for themselves and others as they travel their sexual road.