



## **HEALTH AND WELLBEING CURRICULUM**

Healthy school communities are those in which a commitment to hauora is consistently reinforced in the classroom, in the whole-school environment, and in positive relationships with parents and caregivers.

Underpinning the Health and Wellbeing Curriculum at Greenmeadows Intermediate is our aim to foster a safe and inclusive school culture where student and staff wellbeing flourishes. We aim for our students to feel safe, supported and secure as we specialise in meeting the learning and development needs of the emerging adolescent.

Learning opportunities are provided for students that promote a sense of self-value and worth. We encourage our students to take responsibility for themselves and their actions, contributing to the wellbeing of those around them through the choices they make.

### **CONSULTATION**

Our schools Health & Wellbeing Programme is informed by the following:

- The NZ Curriculum
- Survey tools provided by the Ministry of Education:
  1. The “Wellbeing at School” survey provides information about four main aspects of school life that contribute to a safe and caring climate that is free from bullying.
  2. The ‘Inclusive Practice Survey’ tools to provide information relating to how well we are ensuring all students & whanau are made to feel welcome at school and are able to take part in all aspects of school life.
- Schools also have a legal obligation to publish their Health Programme every two years and invite parent input and comment.

### **HEALTH CURRICULUM**

Four underlying and interdependent concepts are at the heart of this learning area:

- **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua (spiritual wellbeing), taha hinengaro (mental & emotional wellbeing), taha tinana (physical wellbeing), and taha whānau (social wellbeing), each one influencing and supporting the others.
- **Attitudes and values** – a positive, responsible attitude on the part of students to their own wellbeing; 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.

Aspects of health education are integrated into learning throughout the year in response to need. For example, in Term 1, our Value Community unit has a strong emphasis on relating well to others, developing friendships, transition and orientation.

## INQUIRY TOPICS WITH A SPECIFIC HAUORA FOCUS ARE AS FOLLOWS:

# Value Hauora

Through the development of these inquiries, students will deepen their understanding of our individual and collective responsibilities in developing and maintaining the wellbeing of ourselves and others. Hauora suggests that one's wellbeing is made up of four interconnected factors - spiritual, physical, social, emotional. These need to be in balance in order for holistic, healthy wellbeing to be achieved. The challenge is in maintaining balanced Hauora in the face of the change experienced by adolescents. Technology has the potential to impact both positively and negatively on our wellbeing and the well being of others.

	ODD YEARS	EVEN YEARS
CURRICULUM LINKS	<ul style="list-style-type: none"><li>Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</li><li>Describe the characteristics of pubertal change and discuss positive adjustment strategies</li><li>Access and use information to make and action safe choices in a range of contexts</li><li>Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</li></ul>	<ul style="list-style-type: none"><li>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</li><li>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.</li><li>Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</li></ul>
LEARNING FOCUS	<p><b>Societal Attitudes and Beliefs</b></p> <ul style="list-style-type: none"><li>Everyone has values and beliefs that shape who they are. These can be different to other people and will change over time.</li><li>Our values and beliefs shape how we interact with others and influence the choices and decisions that we make.</li><li>As we become increasing independent, we have a responsibility to gain knowledge to ensure we make informed decisions and appropriate choices. (eg regarding smoking, alcohol and drugs)</li><li>We understand that everyone experiences physical and emotional changes during puberty. These changes are natural and look and feel different for each person.</li><li>Adolescence is often the entry point for developing an online footprint. We keep ourselves safe by navigating different "worlds" successfully.</li></ul>	<p><b>Personal Identity and Self Worth</b></p> <ul style="list-style-type: none"><li>Having a range of strategies allows individuals to cope with conflict and resolution in a positive way.</li><li>Body image issues are about much more than just physical size and shape. Children learn to make judgments about others from a very early age. At first, these judgments focus on tangible physical things like size and physical differences, but as they grow older, young people develop stereotyped views about other people based on these judgments, and they make assumptions based on these views.</li><li>Accepting individual differences and promoting a sense of belonging and security for everyone helps sustain a "healthy community". Being connected to someone or to a group is important for maintaining well-being.</li></ul>
POSSIBLE CONTEXTS FOR INQUIRY	<ul style="list-style-type: none"><li>Changes - Positive Puberty</li><li>Being Friendly - Peer Pressure</li><li>Healthy Habits for Life</li><li>Cybersafety</li><li>Healthy Habits - Taking Action!</li></ul>	<ul style="list-style-type: none"><li>Everyone Belongs - Embracing Diversity</li><li>Contributing to Healthy and Active Communities</li><li>Body Image</li><li>Inclusive communities - Taking Action!</li></ul>

## SEXUALITY EDUCATION

Sexuality Education is an integral part of the school's health education programme and is delivered within the context of the "Value Hauora" inquiry. The in class programme is supported by external facilitators and we also provide puberty workshops for parents at the same time. Due to sexuality education being a key learning area to be covered in the health curriculum, and yet of a controversial nature, provision has been made for individual parents of students enrolled in any state school to write to the principal to request that their child/children be excluded from specified parts of the health programme related to sexuality education.

## PHYSICAL ACTIVITY AND EDUCATION

We believe that participation in sporting and recreational physical activities provide enormous benefits for the physical and mental wellbeing of our students. We aim to provide opportunities that will foster:

- skillful, well coordinated children, as well as helping to improve the skill level of our children with special needs.
- co-operation, problem solving, team spirit, enthusiasm and participation of all children in a friendly, non-threatening environment.
- a positive attitude and a lifelong interest towards health and physical activity.
- students with knowledge and understanding to make informed choices for a healthy lifestyle.
- staff that will actively pursue professional development in the effective delivery of physical education and activity.
- active community involvement in the on going development of all children.

We do this though

- Daily physical activity and education to develop and enhance skills.
- Participation in sporting events at both the school and local level in a wide range of sporting codes.
- Organised sports training at “sports break” and after school.
- Provision of specialist training for students with particular sporting talents where possible.
- Utilising the community experts and groups to enhance and support programmes (eg Auckland AIMS Sports Organisation, Counties Manukau Sport, New Navigators programme etc)

## **ADDITIONAL ASPECTS OF OUR SCHOOL THAT PROMOTE STUDENT WELLBEING AND HEALTH**

### **BULLYING**

Our school promotes zero tolerance for bullying and has comprehensive guidelines for Behaviour Management and the Prevention of Bullying. Students are encouraged to report instances of bullying and are further encouraged to take positive action should they see it occurring. Teachers are expected to act upon reported instances of bullying. Bullying incidents can be reported through our school website; the notification comes through to the Principal.

### **RESTORATIVE PRACTICES**

Restorative Practice is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people. This model focuses on building and maintaining positive, respectful relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong. By building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student, issues are more easily managed. The way we manage behaviour at Greenmeadows Intermediate is based on this philosophy.

We believe the advantages of restorative practices are that:

- the school is seen to be fair because of the way it deals with issues.
- “victims” have an opportunity to express how they feel and have their needs met in a safe way.
- “offenders” see the effects of their actions and have a chance to “make things right” and restore their relationship with the victim.

### **SUN SMART PROCEDURES**

Children are encouraged to wear hats and use suntan lotion particularly during Term 1 and 4. We have a number of “shade areas” which are of great advantage during summer months, and the board is currently looking to increase these areas. Sunscreen is available in classes for student use.

### **HEALTH SUPPORT SERVICES AVAILABLE AT OUR SCHOOL**

- Our school is fortunate to have a Mana Kidz Clinic on site. The Health Nurse and Whanau worker provide free checks to protect students against rheumatic fever and skin infections. Students are able to self refer to the Mana Kidz clinic. The Health Nurse also responds to any referral for other identified health issues. Health referrals can be made by students, staff and caregivers.
- We have a Social Worker in School on site five days per week to support students and their families. He also supports our Health & Wellbeing programmes in the school, working closely with teachers and other health workers.
- The Police Education Officer is involved in the development and implementation of personal safety programmes as required. (Road Safety, Choice & Keeping Ourselves Safe)

- Vaccination Programme:
- Boostrix- All year 7 students are offered immunisation at school to help protect them against infection from tetanus, diphtheria and whooping cough.
- HPV- All Year 8 students are offered immunisation at school to help protect them against the Human Papillomavirus (cervical cancer)
- Vision Screening; All Year 7 students and Year 8 who have missed out, have vision screening annually.

## **FOOD & NUTRITION**

We promote the eating of healthy food to maintain a healthy body and encourage positive life time habits. Food sold at the canteen reflects this philosophy. Students are not allowed to bring fizzy drinks, energy drinks, chocolate or lollies to school. The Food Technology programme has a strong emphasis on the promotion of healthy food habits.

## **CONCLUSION**

Parents and caregivers of our GIS school community were invited to give feedback on our Health & Wellbeing Programme through a community survey and all indicated satisfaction with the content. There were also some good suggestions for us to think about moving forward.

All Health and Safety Policies, Procedures and Guidelines are reviewed regularly by the Board of Trustees. Policies are available to parents on request. Key contact people on staff regarding the Health Programme are myself, Lali Hopkins and Joe Lukupa.

With thanks.

Cathy Chalmers  
PRINCIPAL