



SPRINGFIELD SCHOOL | TE POU TI KŌUKA

The following is from the [New Zealand Curriculum: Health and Physical Education](#)



What is health and physical education about?

He oranga ngākau, he pikinga waiora.

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:

- *Hauora¹ – 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.*

Footnotes

1. *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.*

Learning area structure

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning.

The four strands are:

- *Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development*
- *Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity*
- *Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others*
- *Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action.*



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The seven key areas of learning are:

- *mental health*
- *sexuality education*
- *food and nutrition*
- *body care and physical safety*
- *physical activity*
- *sport studies*
- *outdoor education.*

All seven areas are to be included in teaching and learning programmes at both primary and secondary levels.

Note that:

- *it is expected that schools will consult with their communities when developing health and sexuality education programmes*
- *it is expected that all students will have had opportunities to learn basic aquatics skills by the end of year 6 and practical cooking skills by the end of year 8*
- *outdoor education programmes must follow safe practice and meet legal requirements.*

Health and physical education encompasses three different but related subjects: health education, physical education, and home economics. These subjects share a conceptual framework and achievement objectives.

Health and PE Consultation 2021 | Springfield School

At least once every two years the Boards of Trustees is required to consult with the parent community about the school's Health and Physical Education programmes.

The purpose of this consultation is to outline the programmes that we are delivering, how we are delivering Health Education and what we see as the health education needs of our students. The latest round of consultation was held in Term 2 2021. The next round of consultation will be in 2023.

We welcome your feedback as this allows us to develop policies and practices that reflect the needs of students at our school.

Health and Physical Education at Springfield School

Springfield School provides a nurturing, child-friendly environment where students feel safe, supported and secure. Opportunities are provided for students that promote a sense of self-value and worth. Students generally interact positively with each other with senior students taking a leadership role in actively encouraging this through programmes such as PALs (Physical Activity Leaders).

We recognise and give mana to different cultural beliefs and co-construct our hauora model with ākonga using the Te Whare Tapawha model. We acknowledge the importance of this in Te Ao Māori.



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We strive to give mana to tīkanga Māori in all key areas of learning. This ensures that all ākonga feel celebrated when sharing their understandings of their whānau beliefs and values.

We are mindful of different cultural practices around particular events, especially when preparing and handling food.

We welcome and encourage whānau feedback.

Leadership opportunities are also provided in Physical Education with senior students running games junior students. All students are provided with a variety of opportunities to participate in activities of a competitive nature and those necessary to maintain a fit and healthy lifestyle.

Programmes and Programme Implementation

Health and Physical Education are linked in one curriculum document. For the purpose of providing clear information about the programmes we provide they have been separated into two sections.

Health Curriculum

The following key areas are identified in the curriculum document. They may be included in the two-year cycle of Health teaching. Each key learning area has aspects that may be taught at all year levels.

Key Area of Learning	Clarification and Possible Programme Content
Mental Health	Opportunities to develop skills and understanding about: <ul style="list-style-type: none"> → Self –worth and self-esteem → Problem solving skills → Cooperative skills for work and play → Dealing with conflict positively → Being a reflective learner → Relaxation and recreation → Internet and cyber safety → Managing emotions
Sexuality Education	Opportunities to develop skills and understanding about: <ul style="list-style-type: none"> → Positive and respectful relationships → Puberty → Body Image / how the body develops and changes → Social and mass media → Stereotypes and diversity → Assertiveness skills



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<p>Food and Nutrition</p>	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> → Preparing food (hygiene/food safety) → Making food choices → Promoting healthy foods → Nutrition education
<p>Body Care and Physical Safety</p>	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> → Personal body care and hygiene → Simple First Aid → Injury prevention → Keeping safe at home and school → Sun safety → Fire safety → Basic road and rail safety → How our body works (eyes, teeth, hearing etc) → First aid → Drug and alcohol use and misuse (Seniors Only) → Evacuation drills → Keeping ourselves safe →
<p>Personal and Interpersonal Skills</p>	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> → Beliefs, values and attitudes → Rights and responsibilities → Respect for themselves and other people → Effective communication skills → Problem solving and decision making → Building resilience and learning about empathy

The school uses a range of programmes to teach health such as:

- Keeping Ourselves Safe
- Life Education - all year levels
- Cyber Safety
- Sun Smart
- Zones of Regulation

These programmes may be taught as a unit or by incorporating them into other aspects of the Health & PE programme or curriculum areas. Units may be taught in conjunction with the police or other outside agencies.



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Physical Education Curriculum

The following key areas are also identified in the curriculum document. They may be included in the two-year cycle of Physical Education teaching. Each key learning area has aspects that may be taught at all year levels.

Key Area of Learning	Clarification and Possible Programme Content
Physical Activity	Opportunities to develop: <ul style="list-style-type: none"> → Fair play – winning/losing graciously → Fair play – teamwork → Competition – as individuals → Competition – in teams → Competition – sportsmanship → Participation → Acceptance of ability, gender or culture → Regular fitness activities → Coordination and motor skill development → Swimming skills
Sport Studies	Opportunities to develop: <ul style="list-style-type: none"> → Skills for playing → Skills for coaching → Skills for organising or facilitating
Outdoor Education & Adventure Activities	Opportunities to experience: <ul style="list-style-type: none"> → Activities within the school grounds → Water Safety → Adventure activities eg. trust games, problem solving → Whole School excursions linked with learning → Overnight camps → Fun and enjoyment → Challenge & risk management

Springfield School offers a range of programmes and activities, competitive and non-competitive, for students to develop their sports skills and teamwork such as:

- Sport Start
- Aquatics
- Gymnastics
- Cross Country
- Athletics
- Malvern Sports Days



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- Student-led games and activities
- Year 4-6 Camp (3 year cycle)
- Jump Jam
- Folk dancing

These activities are provided by staff and outside agencies.

Community feedback

An integral part of the consultation process is the opportunity for parents/caregivers to comment on the proposed Health programme and provide feedback, concerns, or issues in writing to the school. Any such comments will be treated as confidential to the Health Team and be considered when making final amendments to the Health programme. Please feel free to provide feedback, concerns or issues, to us either by email to principal@springfield.school.nz or office@springfield.school.nz

An online whānau survey was completed during Term 2, 2021. The results of the survey can be found here. 2021 Community Feedback