

2023 HEALTH EDUCATION DELIVERY STATEMENT

Our intent

The Health Education programme at Mount Aspiring College is designed to develop students who are confident to make decisions that support their wellbeing. The programme is tailored to meet students' learning needs and is relevant to their age and stage of development.

How we will communicate with you about what is happening in class for sexuality education:

- Letter towards the end of term one about what is happening in health classes with the Navigating the Journey (sexuality and relationships) unit.
- The lesson on gender identity will be clearly signposted, if you choose to withdraw your child from this.

Our school

Our school's strategy and values are reflected in the college's Health Education course, specifically:

Our school vision

to be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate

Our school values:

whanaungatanga: we create strong relationships that foster a unique sense of belonging and support for each other

manaakitanga: we respect each other and our environment. We act with integrity and are proud of ourselves and our school.

tikanga: we understand and accept each other, and our behaviour reflects this. Our diversity is a strength.

aroha: we act with empathy, compassion and kindness.

ihi: we grow resilience through our determination and commitment to do our very best.

kaitiakitanga: we strive to live sustainably by protecting our unique environment.

Our leaver profile

We want every MAC graduate to leave our school equipped with the skills and self-knowledge they need to contribute to the common good and flourish in a complex world.

Key learning areas

Key areas of learning covered in Health Education are:

- mental and emotional health
- sexuality education
- drug and alcohol safety and awareness
- care and physical safety, including being safe online, bullying etc.

Key competencies

Our Health and Physical Education learning area is based on the key competencies of the New Zealand Curriculum: managing self, relating to others, participating and contributing, thinking, and using language symbols and texts. Through developing these competencies, our students can develop their knowledge of health topics and issues, alongside skills which support lifelong learning and a knowledge of how to learn.

Concepts of Health Education

Our Health Education programme is based on the following concepts of Health Education:

- **Hauora (wellbeing):** the concept of Hauora is a Māori philosophy unique to New Zealand. There are four dimensions of hauora: taha tinana, taha hinengaro, taha whanau and taha wairua: physical, mental/emotional, social and spiritual.
- **Socio-ecological perspectives:** This is where the health curriculum looks to incorporate the perspective from individuals, others around them and whole communities. For example, students will use this perspective to encourage self-reflection and critical thinking that can lead to positive action.
- **Health promotion:** encourages students to make positive contributions to the well-being of their communities and environments as well as their own.
- **Attitudes and values:** attitudes and values that individuals and communities hold and how they shape our wellbeing. For example, students will look at valuing themselves and other people, have a willingness to reflect on beliefs and the strengthening of integrity, commitment, perseverance, empathy, compassion and courage.

Alignment with the New Zealand Curriculum

The Health Education programme at Mount Aspiring College also aligns with the New Zealand Curriculum and its definition of Health Education.

“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. 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 New Zealand Curriculum, 2007, p.23)



Qualified teaching staff and use of external providers

Our Health Education programme is delivered by qualified teachers with specialist training in health education alongside external providers whose expertise provides professional development opportunities for our teaching staff. We have a range of external providers who support our teacher-led curriculum learning with programmes and courses that complement our Health Education programme, including:

- Sticks 'n Stones (NZ-wide Bullying prevention programme)
- Loves me Not (NZ Police led, Year 12: Healthy relationships)
- DARE programme (NZ Police: reducing harm)
- Life Education Trust (Making healthy choices: a variety of options)
- Attitude (life skills, resilience, healthy decisions)
- AJ Hackett Bungy Programme (resilience)

Communicating concerns about the MAC Health Programme

We encourage open communication and prefer that parents and caregivers come to us to talk through any issues they may have. Parents or caregivers with concerns should contact our Head of Learning Area - Health and Physical Education Neil Stuart at:

stuartn@mtaspiring.school.nz