

## Tahakopa School Health and Physical Education Statement

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.” John F. Kennedy

The New Zealand Curriculum	What is important to us			
<p><b>What is health and physical education about?</b> In health and PE, 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: <b>hauora, attitudes and values, social-ecological perspectives and health promotion.</b></p> <p><b>Why study this learning area?</b> Through learning and by accepting challenges in health-related and movement contexts, student reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.</p> <p><b>How is the learning area structured?</b> The learning activities in health and PE 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:</p> <ul style="list-style-type: none"> <li>• <b>Personal health and physical development</b>, in which the students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development;</li> <li>• <b>Movement concepts and motor skills</b>, in which students develop motor skills, knowledge, and understandings about movement, and positive attitudes towards physical activity;</li> <li>• <b>Relationships with other people</b>, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others;</li> <li>• <b>Healthy communities and environments</b>, in which students contribute to healthy communities and environments by taking responsible and critical action.</li> </ul> <p>The seven key areas of learning are: mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education.</p>	<p><b>Personal Health and Physical Development</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Change happens to everyone naturally over time</li> <li>• Physical changes create a need for personal changes</li> <li>• As children develop, their personal health needs change.</li> <li>• Regular physical activity promotes health.</li> <li>• They need to communicate their feelings clearly and appropriately.</li> <li>• Sustained effort enhances excellence.</li> <li>• Appropriate choices have an impact on their personal health.</li> <li>• Personal choices can have an impact on others.</li> <li>• Issues can be resolved in a positive way</li> <li>• There will be appropriate consequences for behaviours.</li> <li>• Individual rights come with responsibilities</li> <li>• They have a right to feel safe.</li> </ul>	<p><b>Relationships with Other People</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• People change and so do relationships.</li> <li>• A variety of social interactions develop a healthy community.</li> <li>• Positive attitudes and support from others promotes positive change.</li> <li>• Positive relationships with other people requires open communication. Communication requires skill</li> <li>• To communicate effectively is a two way process.</li> <li>• It requires effort and respect to maintain a positive relationship.</li> <li>• Others views and differences need to be respected.</li> <li>• Everybody has a responsibility to create and participate in a positive community.</li> <li>• Interaction with others in physical activities requires positive behaviour.</li> <li>• Empathy is important</li> <li>• Positive peer pressure is encouraged.</li> <li>• Diversity will be embraced.</li> <li>• Birth and death occur naturally and should be treated with respect.</li> </ul>	<p><b>Movement Concepts and Motor Skills</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Skills are accumulative and transferable (modeled to others)</li> <li>• Physical fitness and activity require effort to create change</li> <li>• Development of a skill base requires practice and effort.</li> <li>• Positive attitudes and perseverance supports change.</li> <li>• Setting personal goals can improve fitness, motor skills and relationships</li> </ul>	<p><b>Healthy Communities and Environments</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Everybody has a responsibility to create and participate in a positive community.</li> <li>• We are all responsible for keeping our environment healthy.</li> <li>• They can participate in Health promoting programmes which support healthy life choices.</li> <li>• Healthy communities are reliant on sound communication.</li> <li>• Respect is a vital part of a healthy community.</li> </ul>



## **Health and Physical Education Learning: What you will see in the classroom.**

- Fitness activities daily.
- Annual sports and EOTC events eg. swimming, athletics, cross country, winter sports, camps.
- Students motor skills and confidence being developed.
- Everyone being included.
- A supportive learning environment being created.
- Shared learning being facilitated.
- Inquiry learning a focus.
- Students making connections with prior learning.
- Physical activity lessons being scheduled throughout the week.
- Students involved in active movement and participation
- Safety procedures being understood and followed.
- Students demonstrating empathy and respect towards each other.
- The correct resources and equipment being used to promote physical activity.