

## PROGRAMME PLANNING

1. School-wide programmes will take into consideration the needs and experiences of students.
2. The school Health Curriculum Delivery Plan covers strands and topics for Levels 1-3.
3. The strands to be covered are:
  - A. Personal Health and Physical Development
  - C. Relationships With Other People
  - D. Healthy Communities and Environments
4. The four underlying and interdependent concepts that support these strands are:
  - Hauora, well-being
  - attitudes & values that promote hauora
  - the socio-ecological perspective
  - health promotion
5. 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
6. The three Key Competencies that will be emphasised are: Managing self, Relating to others, & Participating & contributing
7. Tapanui School integrates Health into other topics or themes where appropriate and also includes straight Health units of work.
8. Strands and relevant achievement objectives, specific learning outcomes, key competencies, contexts, learning activities, assessment and integrated areas will form the basis of teaching and learning programmes. As many of the units are published ones, lesson break-downs will be all that is required when these units are used.
9. Use of complementary programmes and/or specialists may be used eg Life Education

## TAPANUI SCHOOL HEALTH CURRICULUM PLAN

### AIMS OF HEALTH

- A. to develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal health and physical development
- B. to develop understandings, skills and attitudes that enhance interactions and relationships with other people
- C. to participate in creating healthy communities and environment by taking responsible and critical action

'The New Zealand Curriculum' and 'Health and Physical Education in the NZ Curriculum' are the basis for this plan.

### SCHOOL AND COMMUNITY GOALS

#### Students will:

- show tolerance, respect and consideration both to themselves and to others to enhance their interactions and relationships;
- gain knowledge and communication skills to enable them to manage their emotions;
- take part in opportunities and experiences requiring respect and responsibility, that ensure they contribute to a healthy community and environment;
- learn about healthy eating, healthy life styles, physical development and well-being;
- recognise the benefits of living in a rural Community, whilst having an awareness of the risks and hazards that may exist.

## RESOURCES

Health resources are stored in the resource room off Room 2.

New resources are constantly being added so that new units can be developed. Outdated material is replaced and known gaps are filled.

We have a wide variety of resources so that a teacher can follow interests, select to class/ individual needs or develop an objective from another starting point.

Information Communication Technology will be used where appropriate—fax, computer programmes, digital and video cameras, scanner, intranet and internet. WorldBook Online can also be accessed from home computers.

The library is also an important resource and will be used for both recreational and research purposes.

### ASSESSMENT AND EVALUATION

1. Assessment will be an integral part of Health.
2. Students' progress in relation to achievement objectives and specific learning outcomes from the three strands will be assessed on a regular basis.
3. Work samples will be collected/pasted into Sample Books to show some health activities covered by students.
4. A variety of assessment methods will be used to give feedback and feedforward to students and report to parents and the BOT. This information will also be used to identify any barriers to learning.