

Health and Physical Education

What is health and physical education about?

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:

- **Hauora**¹ – 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.

Why study in this learning area?

Through learning and by accepting challenges in health-related and movement contexts, students 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.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community.

How is the learning area structured?

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.

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.

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.

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 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, and they develop understandings of nutritional needs. 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.

Physical education

In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Home economics

In home economics, students develop an understanding of the factors that influence the well-being of individuals and families within the home and community and of the actions people take to enhance and sustain those environments. In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviours, and use this knowledge to make informed decisions. Through the processes of selecting, preparing, cooking, and serving food, students develop their creativity and experience a sense of accomplishment. At the same time, they develop personal and interpersonal understandings and skills that contribute to well-being.

In Te Whanau o Tupuranga students study the Health & PE Curriculum from Levels 4 to 8.

In Clover Park Middle School students cover Levels 4 to 6 or 7.

Level 4

Personal Health and Physical Development

Students will:

Personal growth and development

- Describe the characteristics of pubertal change and discuss positive adjustment strategies.

Regular physical activity

- Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

Safety management

- Access and use information to make and action safe choices in a range of contexts.

Personal identity

- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

Movement Concepts and Motor Skills

Students will:

Movement skills

- Demonstrate consistency and control of movement in a range of situations.

Positive attitudes

- Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Science and technology

- Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.

Challenges and social and cultural factors

- Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.

Relationships with Other People

Students will:

Relationships

- Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Identity, sensitivity, and respect

- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Interpersonal skills

- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

Community resources

- 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.

Rights, responsibilities, and laws; People and the environment

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Level 5

Personal Health and Physical Development

Students will:

Personal growth and development

- Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.

Regular physical activity

- Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.

Safety management

- Investigate and practise safety procedures and strategies to manage risk situations.

Personal identity

- Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

Movement Concepts and Motor Skills

Students will:

Movement skills

- Acquire and apply complex motor skills by using basic principles of motor learning.

Positive attitudes

- Develop skills and responsible attitudes in challenging physical situations.

Science and technology

- Investigate and experience ways in which scientific, technological, and environmental knowledge and resources assist in and influence people's participation in regular physical activity.

Challenges and social and cultural factors

- Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.

Relationships with Other People

Students will:

Relationships

- Identify issues associated with relationships and describe options to achieve positive outcomes.

Identity, sensitivity, and respect

- Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.

Interpersonal skills

- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Investigate societal influences on the well-being of student communities.

Community resources

- Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

Rights, responsibilities, and laws

- Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.

People and the environment

- Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.

Level 6

Personal Health and Physical Development

Students will:

Personal growth and development

- Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.

Regular physical activity

- Choose and maintain ongoing involvement in appropriate physical activities and examine factors influencing their participation.

Safety management

- Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.

Personal identity

- Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.

Movement Concepts and Motor Skills

Students will:

Movement skills

- Acquire, apply, and refine specialised motor skills by using the principles of motor skill learning.

Positive attitudes

- Demonstrate and examine responsible attitudes in challenging physical situations.

Science and technology

- Apply scientific and technological knowledge and resources to enhance physical abilities in a range of environments.

Challenges and social and cultural factors

- Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities.

Relationships with Other People

Students will:

Relationships

- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.

Identity, sensitivity, and respect

- Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.

Interpersonal skills

- Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Analyse societal influences that shape community health goals and physical activity patterns.

Community resources

- Advocate for the development of services and facilities to meet identified needs in the school and the community.

Rights, responsibilities, and laws

- Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community.

People and the environment

- Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care.

Level 7

Personal Health and Physical Development

Students will:

Personal growth and development

- Assess their health needs and identify strategies to ensure personal well-being across their lifespan.

Regular physical activity

- Plan, implement, and evaluate a physical activity programme and examine factors used to justify physical activity as a means of enhancing well-being.

Safety management

- Analyse the difference between perceived and residual risks in physical and social environments and develop skills and behaviour for managing responsible action.

Personal identity

- Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.

Movement Concepts and Motor Skills

Students will:

Movement skills

- Appraise specialised motor skills and adapt them to extend physical competence and recreational opportunities.

Positive attitudes

- Adapt skills and appraise responsible attitudes in challenging physical situations and unfamiliar environments.

Science and technology

- Apply relevant scientific, technological, and environmental knowledge and use appropriate resources to improve performance in a specialised physical activity.

Challenges and social and cultural factors

- Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met.

Relationships with Other People

Students will:

Relationships

- Analyse the nature and benefits of meaningful interpersonal relationships.

Identity, sensitivity, and respect

- Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.

Interpersonal skills

- Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have.

Community resources

- Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these.

Rights, responsibilities, and laws

- Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community.

People and the environment

- Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes.

Level 8

Personal Health and Physical Development

Students will:

Personal growth and development

- Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being.

Regular physical activity

- Critically examine commercial products and programmes that promote physical activity and relate this to personal participation in programmes intended to meet their current well-being needs.

Safety management

- Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.

Personal identity

- Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.

Movement Concepts and Motor Skills

Students will:

Movement skills

- Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others.

Positive attitudes

- Devise, apply, and appraise strategies through which they and other people can participate responsibly in challenging physical situations.

Science and technology

- Critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments.

Challenges and social and cultural factors

- Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities.

Relationships with Other People

Students will:

Relationships

- Critically analyse the dynamics of effective relationships in a range of social contexts.

Identity, sensitivity, and respect

- Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.

Interpersonal skills

- Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.

Community resources

- Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary.

Rights, responsibilities, and laws

- Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment.

People and the environment

- Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.