

Maungaraki School Health Curriculum Supporting Document - Years 1 - 3

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Key Competencies	Managing self Participating & contributing	Self management	Self management Relating to others	Self management, Participating & contributing
Suggested Contexts	Me & my friends	How our body works	KOS – getting help	School Rules (skool rulz!)
Key ideas	We are all different but we also have much in common ...individuals are good at and enjoy doing different things... our differences do not stop us being friends	We grow at different rates, our bodies need fuel (food), sleep, warmth, etc to work; we need to look after our bodies	We can get help for all sorts of problems and in emergencies – we just need to know who & when to ask.	There are rules at school to keep us safe (e.g. using the playground, sun hats) There are rules in other places too, these rules also keep people safe
Level 1	A4 Personal Identify – describe themselves in relation to a range of contexts C1 Relationships – Explore and share ideas about relationships with other people. C2 Identify, sensitivity, and respect – demonstrate respect through sharing and co-operation in groups.	A1 Personal growth and development – describe feelings and ask questions about their health, growth, development, and personal needs and wants. A2 Regular physical activity – participate in creative and regular physical activities and identify enjoyable experiences.	A3 Safety management – describe and use safe practices in a range of contexts and identify people who can help. C3 Interpersonal skills – express their own ideas, needs, wants, and feelings clearly and listen to those of other people.	A3 Safety management – describe and use safe practices in a range of contexts and identify people who can help. D3 Rights, responsibilities, & laws; D4 People and the environment – Take individual and collective action to contribute to environments that can be enjoyed by all.
Level 2	A4 Personal Identify – identify personal qualities that contribute to a sense of self-worth C1 identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. C2 Identity, sensitivity, and respect – describe how individuals and groups share characteristics and are also unique.	A1 Personal growth and development – describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. A2 Regular physical activity – experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.	A3 Safety management – identify risk and use safe practices in a range of contexts. C3 Interpersonal skills – express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.	A3 Safety management – identify risk and use safe practices in a range of contexts. D3 Rights, responsibilities, and laws; D4 People and the environment – contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.
resources		Life Ed – mobile classroom	Keeping Ourselves Safe kit	
Assessment	Students identify the things that make themselves unique. (A4)	Students select an “independence” goal to work towards, which will demonstrate their increasing ability to manage themselves as they grow. (A1)	Students role play how they would get help in a range of situations. (A3)	Students describe the way they act responsibly at school, home, and other places and how this behaviour makes the world a “better place” for all. (D3&4)

* Must do topics - at least once every two years

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Key Competencies	Participating & contributing Relating to others	Managing self	Managing self	Managing self
Suggested Contexts	<i>Being Friendly / kia kaha</i>	<i>Keeping Clean</i>	<i>Arriving Safely</i>	<i>Dog Safety</i>
Key ideas	Saying nice things, sharing & letting others join in is friendly, but what do we do if others are not friendly? How do we ensure that our class is a friendly/good/safe place for everyone?	We need to maintain personal hygiene (hair, teeth, body) so we don't get sick, washing hands after going to the toilet & before eating prevents the spread of bugs	Road rules for pedestrians, hazards on the way to school, There are different hazards in different places & we need to beware of these and know what to do	Dogs can be great pets but we need to take care around dogs we don't know.
Level 1	A4 Personal Identity – describe themselves in relation to a range of contexts C1 Relationships – Explore and share ideas about relationships with other people. C2 Identify, sensitivity, and respect – demonstrate respect through sharing and co-operation in groups.	A1 Personal growth and development Describe feelings and ask questions about their health, growth, development, and personal needs and wants. D3 Rights, responsibilities, and laws; D4 People and the environment – take individual and collective action to contribute to environments that can be enjoyed by all.	A3 – describe and use safe practices in a range of contexts and identify people who can help. D2 community Resources – identify and discuss obvious hazards in their home school and local environment and adopt simple safety practices.	D2 Community resources Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.
Level 2	A4 Personal Identity – identify personal qualities that contribute to a sense of self-worth C1 identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. C2 Identity, sensitivity, and respect – describe how individuals and groups share characteristics and are also unique.	A1 – ... demonstrate increasing responsibility for self-care....A3 Safety management – Identify risk and use safe practices ...D1 Societal attitudes and values – explore how people's attitudes, values, and actions contribute to healthy.... D3 Rights, responsibilities, and laws; D4 People and the environment – contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.	A3 Safety Management – identify risk and use safe practices in a range of contexts. D1 Societal attitudes and values – explore how people's attitudes, values, and actions contribute to healthy physical and social environments.	A3 – identify risk and use safe practices in a range of contexts.
resources				
Assessment	Students role play playtime situations that involve asking to join a game or inviting someone else to play. (C3)	Students list at least 3 situations when they need to wash their hands. (A1&3)	Students can use a pedestrian crossing safely. (A3, D2)	Students approach a visiting (friendly) dog in a safe manner. (A3)

Maungaraki School Values

Integrity, Respect, Persistence, Independence, Creativity, Co-operation