

Maungaraki School - Health Curriculum Supporting Document for **Years 4 - 6**

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Key Competencies	Managing self; Participating and contributing	Managing self; Relating to Others; Participating & Contributing	Managing self	Managing self; Relating to others
Suggested Contexts	Skool Rulz!	Beating Bullies	Healthy Lifestyles	Drug Education
Key ideas	Rules are meant for our good, they provide a way to make our place a good place for everyone to be. When all of us treat others respectfully, we build a safe community for all.	Developing self esteem & learning to relate to others positively Children need a secure sense of who they are in order to act confidently around others, children need a range of strategies to use when in situations where they may feel unsure or unsafe	Good food, active play We need to eat healthy food and get enough exercise to grow, resist illness & be 'on top of our game' every day.	All drugs have an affect on our bodies, some drugs are legal while others are not,
Level 2	Personal Health & Physical Development; (3) Safety Management, Movement Concepts & Motor Skills; (1) movement skills (2) Positive attitudes, (3)Science & technology. Healthy Communities & Environments; (1) Societal attitudes & values, (2) Community Resources (3) Rights, responsibilities, and laws,	Personal Health and Physical Development; (1) personal growth & development, (3) Safety management, (4) Personal Identify, Relationships with Other People; (1) Relationships, (2) Identity, sensitivity & respect, (3) Interpersonal skills, Healthy Communities & Environments; (1) Societal attitudes and values, (3 & 4)Rights, responsibilities, & laws; People & the environment	Personal Health and Physical Development; (1) personal growth & development, (2) Regular physical activity Movement Concepts & Motor Skills; (2) Positive attitudes, Relationships with Other People; (1)relationships, Healthy Communities & Environments; (1) Societal attitudes and values, (3 & 4) People & the environment	
Level 3		Personal Health and Physical Development; (1) personal growth & development, (3) Safety management, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; (3) Rights, responsibilities, & laws (4) People & the environment	Personal Health and Physical Development; (1) personal growth & development, Movement Concepts & Motor Skills (2) Positive attitudes, (3) science & technology Healthy Communities & Environments; (1) Societal attitudes and values, (3) People & the environment	Personal Health & Physical Development; (2) Regular physical activity, (3) Safety Management, (4) Personal identity. Relationships With Other People; (1) Relationships, (3) Interpersonal skills. Healthy Communities & Environments; (2) Community Resources
resources		Kia Kaha kit – NZ Police		DARE - NZ Police; Life Ed - Quest
Suggested Assessment	(a) students describe what they have done (on a given day) to make sure the playground and / or their classroom is a safe place for all others. (A3, A4) (b) Conduct an inquiry into an aspect of health and safety in community or school & take action to enhance social or physical environment. (D3, D4)	(a) Students identify what bullying is and where it occurs (A3) (b) Students use role play to demonstrate their use of positive strategies to deal with bullying (C3)	Students describe how to maintain a healthy lifestyle, including specific details and examples related to... (a) Diet (A1) (b) Exercise (A2, B2).	(a) identify appropriate and inappropriate use of drugs including medicinal, & describe consequences on well being. (A1, A3) (a) Describe safe practices to manage situations in which drugs might be used. (A3)

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Suggested Contexts	<i>Everybody Belongs</i>	<i>Keeping Ourselves Safe</i>	<i>Bike Safety</i>	<i>What's happening inside me?</i>
Key ideas	Mental health & body image Stereotyping & discrimination	Keeping safe – with others Getting Help; students need to know how to get help, should they find themselves in a risky situation	Keeping safe on bikes Know road rules for riding a bike & how to ride safely	Body systems – different parts in our bodies have different jobs to do. As we grow our bodies change, we all grow at different times & in different ways.
Level 2	Personal Health & Physical Development; (4) Personal Identify. Relationships with Other People; (2) Identity, sensitivity, and respect, (3), Healthy Communities & Environments; (3) Rights, responsibilities, and laws; (4) People and the environment	Personal Health and Physical Development; (3) Safety management, Relationships with Other People; (1) Relationships, (2) Identity, sensitivity & respect, (3) Interpersonal skills, Healthy Communities & Environments; (2) Community Resources, (3 & 4)Rights, responsibilities, & laws; People & the environment	Personal Health & Physical Development; (2) Regular physical activity, (3) Safety Management, Movement Concepts & Motor Skills; (1) movement skills (2) Positive attitudes, (3)Science & technology. Healthy Communities & Environments; (1) Societal attitudes & values, (2) Community Resources (3 & 4) Rights, responsibilities, and laws, People & the environment	Personal Health and Physical Development; (1) personal growth & development, Relationships with Other People; (1) Relationships, (2) Identity, sensitivity & respect, (3) Interpersonal skills,
Level 3	Personal Health & Physical Development; (1) Personal Health & Development, (4) Personal Identity Relationships with Other People; (2) Community Resources,	Personal Health and Physical Development; (3) Safety management, Relationships with Other People; (1) Relationships, (2) Identity, sensitivity & respect, (3) Interpersonal skills, Healthy Communities & Environments; (3) Rights, responsibilities, & laws;	Personal Health & Physical Development; (2) Regular physical activity, (3) Safety Management, Movement Concepts & Motor Skills; (1) movement skills (2) Positive attitudes,(3)Science & technology. Healthy Communities & Environments; (1) Societal attitudes & values, (2) Community Resources (3) Rights, responsibilities, and laws,	Personal Health and Physical Development; (1) personal growth & development, (3) Safety Management, Relationships With Other People; (1) Relationships, (2) Identity, sensitivity & respect (3) Interpersonal skills.
resources		Keeping Ourselves Safe; Getting Help – NZ Police	Avalon bike park, Police Education Officer, Bike wise kit,	Life Ed - Body Systems
Assessment	(a) Recognise instances of stereotyping and discrimination in texts and/or in real contexts. (C2) (b) discuss strategies to respond assertively to discrimination or stereotyping in a range of situations. (C3)	Students... (a) list strategies they can use to keep safe in a range of situations. (A3, C3) (b) know how to report abuse (D3)	(a) Demonstrate ability to ride a bike safely (B2) (b) Understand how to apply the road rules when biking (A3)	Year 4 & 5 (a)students can explain the functions of major body parts and describe the effects of stress on them. (A1) Year 6 (b) Students can explain some body changes related to puberty. (A1)

1. Students in Year 6 must have some opportunity to learn about the changes that occur in our bodies as puberty approaches.
2. The middle school years are time of considerable growth for children and some topics (drug education & learning about puberty) appropriate for Year 6 children may not be appropriate for children in Year 4. Teachers will need to use discretion in planning how and when to address these aspects of learning for students.