

# Hato Petera



## JUNIOR HEALTH & PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION

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** – 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.

Strands	Unit/Topic & Time allotment	Curriculum level	Curriculum statement/Learning Outcomes Students are able to:
Personal health and physical development	Personal growth & development	3	<i>Students will:</i> <ul style="list-style-type: none"> <li>• A1 Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> </ul>
	Regular physical activity	3	<ul style="list-style-type: none"> <li>• Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.</li> </ul>
	Safety management	3	<ul style="list-style-type: none"> <li>• Identify risks and their causes and describe safe practices to manage these.</li> </ul>
	Personal identity	3	<ul style="list-style-type: none"> <li>• Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.</li> </ul>
<b>Movement concepts and motor skills</b>	Movement skills	3	<i>Students will:</i> <ul style="list-style-type: none"> <li>• Develop more complex movement sequences and strategies in a range of situations.</li> </ul>
	Positive attitudes	3	<ul style="list-style-type: none"> <li>• Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</li> </ul>
	Science and technology	3	<ul style="list-style-type: none"> <li>• Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.</li> </ul>
	Challenges and social and cultural factors	3	<ul style="list-style-type: none"> <li>• Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.</li> </ul>
<b>Relationships with other people</b>	Relationships	3	<ul style="list-style-type: none"> <li>• Identify and compare ways of establishing relationships and managing changing relationships.</li> </ul>
	Interpersonal skills	3	<ul style="list-style-type: none"> <li>• Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</li> </ul>
	Healthy communities and environments	3	<ul style="list-style-type: none"> <li>• Identify how health care and physical activity practices are influenced by community and environmental factors.</li> <li>• Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.</li> </ul>

Strands	Unit/Topic & Time allotment	Curriculum level	Curriculum statement/Learning Outcomes Students are able to:
<b>Personal health and physical development</b>	Personal growth & development	4	<ul style="list-style-type: none"> <li>Describe the characteristics of pubertal change and discuss positive adjustment strategies.</li> </ul>
	Regular physical activity	4	<ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</li> </ul>
	Safety management	4	<ul style="list-style-type: none"> <li>Access and use information to make and action safe choices in a range of contexts</li> </ul>
	Personal identity	4	<ul style="list-style-type: none"> <li>Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</li> </ul>
<b>Movement concepts and motor skills</b>	Movement skills	4	<ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul>
	Positive attitudes	4	<ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</li> </ul>
	Challenges & social and cultural factors	4	<ul style="list-style-type: none"> <li>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</li> </ul>
<b>Personal health and physical development</b>	Personal growth & development	5	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</li> </ul>
	Regular physical activity	5	<ul style="list-style-type: none"> <li>Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.</li> </ul>
	Safety management	5	<ul style="list-style-type: none"> <li>Investigate and practise safety procedures and strategies to manage risk situations.</li> </ul>
	Personal identity	5	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Movement concepts and motor skills</b>	Movement skills	5	<ul style="list-style-type: none"> <li>Acquire and apply complex motor skills by using basic principles of motor learning.</li> </ul>
	Positive attitudes	5	<ul style="list-style-type: none"> <li>Develop skills and responsible attitudes in challenging physical situations.</li> </ul>
	Relationships	5	<ul style="list-style-type: none"> <li>Identify issues associated with relationships and describe options to achieve positive outcomes.</li> </ul>
	Identity, sensitivity, and respect	5	<ul style="list-style-type: none"> <li>Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.</li> </ul>
	Interpersonal skills	5	<ul style="list-style-type: none"> <li>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.</li> </ul>