

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

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