

## **Twizel Area School Health Curriculum Consultation Process and Statement**

### **Publishing Date: December 2022**

Boards of trustees are required to produce a written statement about how the school will implement health education, inform the school community about the content of the health education components of the curriculum, and consult with members of the school community regarding the way in which the school should implement health education.

The process of this consultation requires information on the proposed health education programme being presented to the school community, providing an opportunity for the school community to comment, then comments being considered before confirming the health education programme.

The 2022 health consultation consisted of an evening where information and a selection of activities used in health classes across the years was displayed at a whanau games and puzzles evening. There was good engagement with parents this evening. Following on from this we produced a google forms survey which was sent out to parents via the on-line newsletter. Parents were also reminded during the end of Term 3 assemblies that this survey was available for them to have their say. We had 16 responses to the survey. Overall the majority supported the current content.

The following statement was presented in a draft form to the community for further feedback. None was received.

The Board ratified the following statement as the Health Curriculum Statement for 2023-2025 at their meeting on December 8th 2022.

### **Health Curriculum Statement**

Health Education at Twizel Area School will ensure that our students:

- develop an understanding of the factors that influence the health of individuals, groups, and society (lifestyle, economic, social, cultural, political, and environmental factors).
- develop competencies for mental wellness, reproductive health and positive sexuality, and safety management, and they develop understandings of nutritional needs.
- 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, learn to demonstrate empathy, and develop skills that enhance relationships. Students use these skills and

understandings to take critical action to promote personal, interpersonal, and societal well-being.

- Have access to programmes to help them negotiate healthy, respectful relationships and meaningful consensual relationships.

## **Current Program**

It is our view that the current program for Years 7 – 10 meets the requirements of the NZ Curriculum across all strands. However, as society is constantly changing, what is delivered to our students must also constantly change. In particular, there are two areas identified by the Ministry of Education which are essential to deliver to our students and which must be delivered with the most up to date information. These are:

- Relationships and Sexuality Education (RSE)
- Alcohol and Drug Education

## **Relationship and Sexuality Education (RSE)**

The Ministry of Education has recently updated the RSE guides for teachers, schools and boards. We have aligned the content of our health curriculum to these revised guidelines.

The resources used for the delivery of RSE are based on Family Planning – Navigating the Journey. These resources are complete, were revised and updated in 2019 and match the curriculum goals. These resources are constantly updated by Family Planning and updates are sent on a regular basis.

These resources are age appropriate and health teachers gauge the needs of the students about when to start the delivery of some topics. We ensure that Relationships and Sexuality Education is positive and at all times the students are aware that they are not required to disclose any personal information. Each class decides on their own safety guidelines in class to ensure that they all feel safe when discussing issues that may make them a little uncomfortable.

Letters are given to students to take home before the RSE teaching and learning is started, so parents have the opportunity to remove their students from some aspects of this curriculum, if they wish.

We utilise outside facilitators and specialists where appropriate to deliver some of this content. YMCA, Attitude and the Public Health Nurse are examples of outside specialists.

### **Alcohol and Other Drug Education**

Currently the students at Years 7 – 10 receive information about Alcohol and Other Drugs via units within the Health curriculum. The Health Subject Association has recently updated resources around Alcohol and other drugs and Vaping and Energy drinks. These updated resources will be incorporated into the year 9-10 curriculum to ensure that students are learning about the most up to date information.

There is also constant learning and information given in other subjects such as science, PE, English and Social Studies. Students also receive alcohol and drug education through the Life Education program, Attitude visit and Police Education.

### **Recommendations from the Previous Health consultation**

1. Twizel Area School Health classes for M1, M2, M3 and M4 continue to use the resources currently used for Sexuality Education provided by Family Planning – Navigating the Journey to ensure the content stays up to date. These resources have been purchased and Family Planning email when content changes with updates as needed.

*This has occurred and resources are constantly being updated and incorporated into existing teaching and learning.*

2. That outside experts are brought into the class whenever possible, and we start looking at different options to keep this relevant for our students. Investigate bringing in outside providers to deliver programs such as Mates and Dates, John Parsons for internet safety and any other providers that we feel would benefit our students.

*We have utilised the YMCA to deliver RSE to Years 7-10 this year, Brainwave for Year 9 and 10, Life Education for years 1 - 8 and Attitude for Years 7-13. We also had a bi-annual delivery of 'Loves Me Not' in 2021 for Year 12-13. St Johns in Schools delivers first aid learning every year to Years 1-8.*

3. That units of work are relevant for the time and students that the school currently has. For example, upgrading the current non-smoking unit to cover vaping to ensure it is more appropriate for students at the time.

*As home room teachers have recognised areas of need, health teachers adjust their teaching to cover areas of concern. Additional time has been given to respectful relationships and anti bullying over the past 2 years.*

4. The school currently offers a one-off Senior well-being class on a Friday afternoons, we would like to see this continue, however sessions on such things as consent and contraception, mates and dates program could be added as normal health teaching ends at Year 10. This would be a good reminder to students about these important issues prior to leaving school.

*We have worked in conjunction with the YMCA to deliver 3 additional sessions for the Year 11- 13's this year that covered Consent, Alcohol and Drugs. These sessions were very successful with positive engagement from the students.*

## **Recommendations**

1. Twizel Area School continue to keep delivering up to date resources, this requires constantly being aware of changes and updates to current resources and delivering these as they become available, at an age appropriate level and at the point staff believe that the cohort are ready.
2. Continue to use external providers for teaching and learning in some areas where appropriate. YMCA in Timaru has formed a solid relationship with our current middle school students, depending on funding, we would like to continue using her to deliver some of the Relationships and Sexuality Education (RSE). Life Education, Attitude and St John's continue to work with our students.
3. Investigate outside agencies who may be able to work with our students around the area of mental health. For example, John Kirwan's Mitey foundation. Mental Health is becoming a large consideration amongst our students, we need to take advantage of experts in the field to ensure that we are providing our students with the tools they need to manage their own well-being.
4. Continue to provide the Year 11 to 13 students with a variety of opportunities to reinforce their learning around health and well-being in the weekly well-being session. Students seem receptive to outside providers delivering these sessions, so continue to work in partnership with outside agencies in order to deliver a variety of topics to senior students.
5. Increase in the health budget to allow us to take advantage of outside agencies, many of whom will deliver programs for minimal cost, but some valuable agencies do cost to get to Twizel.

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