

## HEALTH QUESTIONNAIRE RESPONSES:

Total number of respondents: 125

Q1 Indicate on the continuum how important you consider Health Education is in the school curriculum.

85% of respondents thought that Health Education was very important.

Rate the importance of the following topics in the school Health Education programme:  
(The following are listed in the order of highest (essential) to lowest preference).

### **Q2 - PERSONAL HEALTH and PHYSICAL DEVELOPMENT**

Self Worth (83%)  
Keeping Ourselves Safe (78%)  
Peer Pressure (67%)  
Self Care (65%)  
Food and Nutrition (56%)  
Time, stress, anxiety management (54%)  
Coping with Change (46%)  
Body Care (44%)  
Alcohol / Drug Education (39%)  
Sexuality Education (27%)

### **Q3 - RELATIONSHIPS with OTHER PEOPLE**

Bullying (73%)  
Self Esteem (71%)  
Resolving Conflict (55%)  
Relating to Others (50%)  
Friendships (45%)  
Sportsmanship (30%)

### **Q4 - HEALTHY COMMUNITIES and ENVIRONMENTS**

Water Safety / Sun Sense (66%)  
Traffic Safety / Road Sense (59%)  
Active Lifestyles – fitness/sleep etc (46%)  
Healthy Practices – reduce, reuse recycle (38%)  
Awareness of Community Resources -Police,St John, (34%)  
Identify Hazards farm, electricity (31%)  
Pandemic Preparedness (16%)

Q5 Are there any other Health Education topics you consider are important for your child to learn about?

Mindfulness (x3)  
Meditation  
Emotional wellbeing / mental health.  
Resilience, self control and making the right decisions.  
Reading labels on food products – (e.g. identifying those containing MSG)  
Having a holistic approach – physical, mental, emotional, nutritional – all work together.  
Dental care (x2)  
Sexuality Education and Awareness of menstruation / sanitary provisions.  
Inclusion of others – those with physical, development and mental challenges.  
Kindness – giving and sharing. (x2)  
Asking for help, stranger danger, finding someone you trust to tell. Ploys used. (x2)  
Giving back and Conservation  
Limiting screen time  
Good work ethic  
Environment care.  
Safety on the Internet (x2)  
Ethnicity in relation to health from a multi-cultural perspective.

**Q6 Do you consider that the school provides enough opportunity for children to be physically active?**

93% believe we provide enough opportunity for physical activity and exercise.

**Are there any other physical activities which you consider we should promote in the school?**

Self defence (x3)  
Hockey  
Yoga (x3) also quick sessions which could be used for emotional regulation  
More variety / more PE  
Slightly longer playtime – outside.  
Any individual or team based practice.  
Learn a different sport during lunchtime.  
More detail on club sports – especially for new residents.  
Skateboarding tutor – so kids can use the new skatepark.  
Table tennis  
Volleyball  
Movement to Music / dance (x2)  
Wrestling for boys  
Handball, skipping , gutterboard.  
Basketball, baseball.  
Gymnastics.  
After school coaching clinics.  
Yoga and soccer (x2)  
Athletics and ball sports.

**Q7 Sexuality education is a key area of learning in the Health Education Programme. This means that it must be included in teaching programmes at both primary and secondary school levels, as outlined in the Health and Physical Education curriculum.**

**Would you support sexuality education being taught to your child?**

Yes – 79%

No – 9%

Not sure – 12%

There were some lengthy comments in this section but there were some common themes that came through.

- 1) 9 responses indicated that they were happy to have Sexuality Education delivered in the school as long as they were made aware of the content of the lessons. There were comments relating to the teaching of gender issues and the need for this to be handled carefully.
- 2) 11 responses indicated that Sexuality Education was age dependent – learning about sexuality needs to be appropriate to the age of the child.
- 3) There were comments relating to the fact that teaching Sexuality Education to children, was the responsibility of the parents, but also an acknowledgement that some parents will not teach this to their children.
- 4) There was also comments relating to the importance of having the right person taking Sexuality Education in the class i.e the classroom teacher.

**Q7 6. Education Outside the Classroom (camps, excursions to Whangarei / Auckland etc) is an important part of our Annual School Programme.**

**Do you consider the school has the right balance of in and out-of school activities?**

85% of respondents felt that the balance was just right

7% felt that there was not enough opportunity for EOTC (Education Outside the Classroom)

8% felt that there was too much EOTC

Comments:

- Keep it local rather than long bus trips which is especially hard on the younger children. We should utilise our local resources more like beach, bush and parks.
- Those that felt that there were too many camps pointed out that the cost wasn't just in the camp fee but also for parents who work, the need to take time off work to go on camps which results in a loss of income. This was made more difficult if a family had more than one child attending camp in a year.
- The 'Garden to Table' programme and having more environmental studies were additional suggestions for EOTC.
- Some were very happy with the EOTC activities planned and some felt that there was– 'not enough academic work' and that we should enable teachers to 'teach basic curriculum'.

## Waipu Primary School School Health Statement

Delivering the Health curriculum

Waipu Primary School will implement a programme of health education based on the NZ curriculum.

The focus of the programme will be to give our students the knowledge, skills, attitudes and values to enjoy a healthy lifestyle. We will encourage them to recognize the contribution they can make in helping to become purposeful citizens who will contribute to a caring community by identifying environmental factors and social influences, within the social context of people's lives.

Our approach to delivering the curriculum will be to follow the New Zealand Curriculum guidelines. These programmes will make a difference to the pupil's well-being and the well-being of their communities. The health programmes will focus on the development of the whole child addressing the social, physical, emotional and cultural needs.

Part of our consultation requirement is to inform parents on the way in which the school implements health and sexuality education programmes. Our health programmes have a holistic approach that include attitudes, values, a socio-ecological perspective and health promotion.

These are the four strands of the Health and Physical Education Curriculum:

1. Personal Health and Physical Development
2. Movement Concepts and Motor skills
3. Relationships with Other People
4. Healthy Communicates and Environments

There are also seven key areas of learning:

- mental health,
- sexuality education,
- food and nutrition,
- body care and physical safety,
- physical activity,
- sport studies and
- outdoor education.

Sexuality education is considered as being a core part of every person and it contributes to each individual's self-image, their sense of self-worth and their relationships with other people. Sexuality Education will be part of our annual Physical Education and Health curriculum delivery. It will be delivered to students by their classroom teacher. Parents will be given the opportunity to attend a meeting to learn about the content of the programme and the age appropriateness of that content, prior to delivery.

Our health programmes will focus on the curriculum content objectives which are part of our Curriculum Plan. Our health programme overview is inclusive of these curriculum objectives and shows the programmes the children will study as appropriate to each year level. The budget will reflect the level of financial resourcing and professional development needed to

implement the programmes, including using a wide range of learning experiences and resources to support the teaching and learning objectives.

The objectives will be reviewed as part of self-review, which are reported on, to the Board of Trustees.

Parents will continue to be kept informed about our health education programmes eg through our school newsletters, website and procedural and policy review (School Docs). For further information on the NZ Health and Physical Education curriculum, please view: [www.nzcurriculum.tki.org.nz](http://www.nzcurriculum.tki.org.nz) .