

# Primary Health, PE and EOTC, March 2018

## FOUNDATION PRINCIPLES FOR CURRICULUM:

In the teaching of Health, Physical Education and EOTC at Middleton Grange School, our special character determines that a Biblical Worldview over-arches all aspects of teaching and learning. From planning and delivery to assessment and reporting, an understanding of the nature of man, his relationship with God and interactions with others is absolutely essential. This understanding becomes even more important when using a secular document, like the New Zealand Curriculum. Teachers must have an understanding of the following important *foundational principles*:

1. All of mankind is made in the image of God
2. We are all fallen as a result of original sin
3. Redemption is possible through Jesus Christ and his death on the cross
4. Absolute Truth exists in the triune relationship of the Trinity
5. The bible is the living word of God and our lives must be guided by it

These principles must be a filter through which we examine every aspect of our curriculum delivery.

## THE NEW ZEALAND CURRICULUM (Health & PE)

*The New Zealand Curriculum document identifies the focus being ... the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.*

There are **four** underlying and interdependent concepts at the heart of our learning area:

- **Hauora** - A Maori philosophy of well-being that includes the dimensions taha wairua (Spiritual), taha hinengaro (Mental/ Emotional) taha tinana (Physical), and taha whanau (Social). Each one influences and supports the other.
- **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.
- **Socio-ecological Perspective** - a way of viewing and understanding the interrelationships that exist between 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

The way society operates is determined by its values and belief systems. While acknowledging different world-views, our biblical world-view encapsulates the existence of God as our personal Creator. Thus, the choices and actions we make have implications for us as individuals, others and the community we live in. Pupils are encouraged to engage and critique contemporary society from a biblical perspective in a manner appropriate to their age and their understanding.

## PROGRAMME AIMS:

Therefore, pupils at **Middleton Grange School** should have an understanding of lifestyle issues that promote the health and well-being of themselves and the community. They need to be equipped to make decisions, play an informed part in public debate and take action which leads to spiritual, emotional, mental, physical and social well-being at an individual, group and community level.

## **THE FOCUS OF THIS REVIEW:**

In the 2014 review, I gave the Board the entire curriculum document, which was written by Nick Pomare and another staff member following their participation in the ACT (SCAT) programme. Since the focus and content of the programme have not changed significantly, this review addresses any changes that have been made since the last review, and any areas where change is being considered.

## **HEALTH:**

In 2016 we introduced the '*Keeping Ourselves Safe*' unit into our 2-year health programme. There was extensive consultation with the Board, Senior Leaders and parents. Most of those who shared their views felt that it was important to be teaching this programme from a Christian point of view. Children grow up in a very 'sexualised culture', and need to have the ability to cope with this and to know what to do when they are in a situation that could be unsafe for them or for others.

We are currently looking at the David Riddell programme '*My Life Rulz*', which is designed to build emotional resilience in children. We will trial this in some classes before we decide if it should be included in our Health topics.

Another issue that has to be addressed soon is what we remove from Health. We can't keep adding more topics without removing some that are no longer essential.

Two other developments that impact positively on the health and well-being of our pupils are:

- 1) Counselling – The decision of the Board last year to fund counselling hours in the Primary School is welcome and necessary. Quake-related mental-health issues are still evident in our classes, along with other issues causing stress and worry.
- 2) Peer Mediation – We introduced this in 2017, and have continued this year, training both staff and older pupils in the basics of mediation through the Peace Foundation. Most lunchtimes the pupil mediators are assisting their peers to resolve conflict peacefully. This is a good life-skill that empowers individuals to deal with conflict positively, and to develop positive, caring relationships.

## **PHYSICAL EDUCATION:**

Last year we started developing a closer alliance with the Middle Schools to run sports events. There has always been a difficulty in the cross over years at MGS when sending pupils to zone events. The idea was that we organise some events together to reduce work load and so our pupils in year 6/7 who were the same age were able to compete against each other. At the end of last year Primary Sport Canterbury changed the rules and now (from 2018 on) all pupils compete in their year levels. For us, this makes organisation within MGS much easier to manage as we don't need to worry about any cross over between primary and middle school. We are thinking that we may be able to go back to having our own Primary School event for swimming and then we could include more primary pupils in this event – more fun races as well as competitive races for year 3-6.

Another collaboration between primary and middle school was introducing PALs again (Playground Activity Leaders) Last year it was a success and we are planning on running it again in 2018. The Middle School are organising it and they have sent some pupils away to a training day with *SportStart*. We hope to see the PALs running sports and games in our playgrounds in term 2.

Brittany Lillburne has been employed to help Geoff Wallis (and others) this year with sports planning, preparation and administration. She has plenty of tasks to keep her busy and is supporting Geoff well as he trains her in what's required with primary school sport. She has helped with the big school events like Cross Country and Swimming. Brittany is able to liaise with the middle/senior pupils because of where her office is. As we move into winter sport in Term 2 she should be able to step up and take on more responsibility for teams and some planning. Having someone helping with that will enable Geoff to work on health planning.

We are looking forward to the development of the cycle and fitness trail on the north side of the Primary Field, which will assist us with fitness programmes, and give children an opportunity to practise the safe cycling skills that they learn. Funding has been sought from the Rata Foundation, and, if that application is successful, it can be added to what has already been raised through *Fietsa* to get this project underway. Additional funds from the Board would ensure that we get this finished and in use as soon as possible.

### **EDUCATION OUTSIDE THE CLASSROOM (EOTC):**

The year 6 Hanmer Camp continues to be a highlight for year 6, and helps the pupils to develop close connections as they move in to year 7. If year 7 staff have any intention to run a year 7 camp, then the timing of the year 6 camp would probably need to change.

Last year we did not have a year 4 camp, due to the problems experienced in the previous year with children being away overnight. It was a very difficult camp for some children, their parents, and the teaching staff involved. In 2017 Lindsey Thoroughgood and I made the decision to remove the overnight stay, but to continue with the EOTC activities. This was generally well received, and will continue this year. This does mean that many year 6 pupils will have 3 nights away without any prior school camp experience. In time we will see what effect, if any, this might have, and if we need some sort of 'stepping stone' overnight activity in year 4 or year 5 to help children adjust to an overnight stay.

Rod Thompson and Geoff Wallis.