



Health & Wellbeing at Beckenham Te Kura o Pūroto

A Proposed Statement of Our Approach
2020/2021

Health & Wellbeing Consultation for 2020/21 Delivery



‘Health and Physical Education’ is a key learning area in the [New Zealand Curriculum](#). **This consultation is about the Health part of that Learning Area**, which includes mental health, sexuality education, food and nutrition, body care and physical safety.

At least once every two years the Board of Trustees is required to consult with the parent community about the school's delivery of the Health Curriculum.

The purpose of this consultation is to

- Inform the school community about the content of the **health** curriculum (as opposed to the physical education part)
- Ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community, and:
- Determine, in broad terms, the health education needs of the students at the school

Health & Wellbeing at Beckenham



Over recent years at Beckenham Te Kura o Pūroto, building students' wellbeing has been a critical aspect of our Health teaching and learning. This has been in response to the social and emotional challenges observed after the Christchurch Earthquakes, and in response to a growing community awareness of how wellbeing underpins a lot of our thoughts, behaviours and actions.

What we have learned, is that when we talk about Wellbeing, and look at the strategies that we explicitly plan to use and teach, we are talking about the delivery of the Health Curriculum. Going forward, we will use the term 'Health and Wellbeing' as an encompassing term for this area of teaching and learning.

Te Whare Tapa Whā



<https://www.mhaw.nz/>

“In health and physical education, the use of the word hauora is based on Mason Durie’s Te Whare Tapa Whā model (Durie, 1994). Hauora and well-being, though not synonyms, share much common ground. Taha wairua relates to spiritual well-being; taha hinengaro to mental and emotional well-being; taha tinana to physical well-being; and taha whānau to social well-being.”

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education>



“My health and wellbeing helps me feel good and flourish in life. It is based on Te Whare Tapa Whā. It includes my mind, body, feelings and how I work with others. Whenua, or my connection to land and those around me, underpins my sense of health and wellbeing”

Beckenham Te Kura o Pūroto Health & Wellbeing definition.

Taha Hinengaro Mental & Emotional	Taha Wairua Spiritual	Taha Whānau Social	Taha Tinana Physical
I can think about and work on managing my thoughts and feelings.	I have values. My values are good for my wellbeing and for my community. I have passions - things I love to learn about or get better at.	I care for friends, family, and the groups that I belong to. They care for me, too.	I keep well with food, water, exercise and sleep.

Health & Wellbeing in our Curriculum



<p>Our School Vision</p>	<p>Whakarite ngā kete mō te haerenga! Filling our kete for the journey</p>
<p>Health & PE Curriculum: The Four Underlying Principles</p>	<ul style="list-style-type: none"> * Hauora – 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.
<p>Learning Area Structure of the Health & PE Curriculum (with Health and Wellbeing areas of focus highlighted)</p>	<ul style="list-style-type: none"> * Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development * Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity. * Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others * Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action.

Initiatives and Programmes



School Wide	Year 0-2	Year 3-4	Year 5-6	Year 7-8
<p>Student Involvement</p> <ul style="list-style-type: none"> • Playground Mediators • Celebration assemblies • Welcome assemblies • Cultural presentations at assembly • Waiata & whare time • Student Council • Wellbeing Team Student Leaders • Inquiry learning / play based learning • Theme days: We Care, We Make a Difference (Keep NZ Beautiful week) <p>Resources</p> <ul style="list-style-type: none"> • RIRO; Bounce Back, <i>Quality Circle Time</i> • Play-based Learning (KCs based) • Rising Tide/Maia and the Worry Tree • Daily notice clips • Student-created social skills movies <p>External strategies & supports & outreach</p> <ul style="list-style-type: none"> • Methodist Mission Community Response Worker • Parent Workshops • Pastoral Care Meetings (Police, RTLB, Health Nurse, School MH team & SENCO) • School-Based Health Nurse • J2 Duty Teacher/Parents on duty • Outside agency support (e.g. Wise Up) • Mana Ake - counselling, parent support, referrals, group sessions with students • Parent workshops: PB4L, cybersafety 	<p>Teaching initiatives in ALL hubs (non-negotiables)</p> <ul style="list-style-type: none"> • Shared expectations for student behaviour agreed by teams at start of and revisited throughout the year • Explicit health and wellbeing teaching (weekly/fortnightly) - using Circle Time, Bounce Back, Sparklers or other resources • Restorative Conversations for resolving conflicts • Google docs for students, edited by staff. Pastoral care discussions and planned for at team/leadership meetings. • Interoception and Mindfulness • Cultural presentations at Assembly • Positive Behaviour For Learning (PB4L) 			
	<p>Keeping Ourselves Safe (Y0-6): Confident me, Safe & unsafe behaviour, Touch, Adults who help</p> <p>Life Education (biennial): friendship, health & nutrition</p> <p>Firewise (biennial)</p> <p>Education Outside The Classroom (EOTC)</p>	<p>Keeping Ourselves Safe (Y0-6): Confident me, Safe & unsafe behaviour, Touch, Adults who help</p> <p>Life Education (biennial): friendship, health & nutrition</p> <p>Firewise (biennial)</p> <p>Education Outside The Classroom (EOTC)</p> <p>Water Safety Cyber Safety Sleep inquiry (2018/2020)</p>	<p>Keeping Ourselves Safe (Y0-6): Confident me, Safe & unsafe behaviour, Touch, Adults who help</p> <p>Life Education (biennial): friendship, health & nutrition</p> <p>Firewise (biennial)</p> <p>Education Outside The Classroom (EOTC)</p> <p>Navigating the Journey (Sexuality Education)</p> <p>Cyber safety Sleep inquiry (2018/2020) Behaviour surveys</p>	<p>Keeping Ourselves Safe (Y7-8): self-care, helping others, reporting abuse</p> <p>Life Education (biennial): friendship, health & nutrition</p> <p>Firewise (biennial) Education Outside The Classroom (EOTC)</p> <p>Navigating the Journey (Sexuality Education) Cyber-safety Leadership programme: Habits of Mind Leadership days DARE (Drug Education Programme) First Aid (St John's) Sleep inquiry (2018/2020) Behaviour Surveys: termly</p>

Gathering Feedback From Our Community



Please click on [this link](#) to answer four simple questions about our Health and Wellbeing Approach for 2020/2021