

## Introduction to Health & PE Curriculum 2026–2028

At Tikipunga Primary, our school values — *Pono, Ako Runga, Manaakitanga, and Whanaungatanga* — are at the heart of everything we do. They are our way of being, our daily guide, and our moral compass.

These values inform how we interact with one another, make decisions, and create a safe, positive, and inclusive environment. In Health & PE, they underpin every activity, lesson, and interaction. Whether we are learning about personal health, movement skills, relationships, mental wellbeing, sports, bullying prevention, or outdoor education, these values guide both our teaching practice and learning experiences.

This curriculum is designed as a 2-year rolling cycle ensuring that students build knowledge, skills, and attitudes progressively. The 7 learning areas of Health & PE are aligned with both the New Zealand Curriculum and the priorities expressed by our whānau, including wellbeing, cultural connection, and personal growth.

By embedding our values in every lesson, we ensure that students not only develop physical and cognitive skills, but also learn to live with integrity, respect, care, and strong relationships — preparing them to thrive both within our kura and beyond.

### Health Education Statement

The focus of Health & PE is the well-being of students themselves, of others, and of society, through learning in health-related and movement contexts.

Four underlying, interdependent concepts are at the heart of this learning area:

1. **Hauora** – A Māori philosophy of well-being encompassing:
  - *Taha wairua*: meaning and purpose in life
  - *Taha hinengaro*: mental and emotional wellbeing
  - *Taha tinana*: physical wellbeing
  - *Taha whānau*: social wellbeingEach dimension influences and supports the others.
2. **Attitudes and Values** – Positive, responsible attitudes toward personal well-being; respect, care, and concern for others and the environment; and a sense of social justice.
3. **Socio-ecological Perspective** – Understanding the relationships that exist between individuals, others, and society.
4. **Health Promotion** – Developing and maintaining supportive physical and emotional environments and involving students in personal and collective actions.

**Rationale:** Through learning and challenges in health-related and movement contexts, students reflect on well-being, develop resilience, and take personal and social responsibility. This supports well-being beyond the classroom and contributes to the wider school and community.

### Learning Area Structure

The **seven key areas of learning** in Health & PE (as per NZ Curriculum) are:

1. **Mental Health**
2. **Relationships & Sexuality Education**
3. **Food and Nutrition**
4. **Body Care and Physical Safety**
5. **Physical Activity**
6. **Sport Studies**
7. **Outdoor Education**

All seven areas are to be included in teaching and learning programmes

These align with the four strands of Health & PE:

- **Personal Health & Physical Development** – Knowledge, skills, and attitudes to maintain and enhance personal well-being and physical development.
- **Movement Concepts & Motor Skills** – Motor skills, understanding of movement, and positive attitudes toward physical activity.
- **Relationships with Others** – Skills and attitudes to enhance interactions and relationships.
- **Healthy Communities & Environments** – Taking responsible and critical action to support community and environmental health.
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## TIKIPUNGA PRIMARY SCHOOL HEALTH & PE PROGRAMME 2026 – 2027

2026 Focus Themes: *Belonging, Safety, Hauora Foundations*

Juniors (Y0–2)	Middles (Y3–4)	Seniors (Y5–6)
<ul style="list-style-type: none"> <li>• <b>Mental Health</b> – recognising feelings, naming emotions, “it’s okay to cry”</li> <li>• <b>Body Care &amp; Physical Safety</b> – handwashing, hygiene, safe movement, road safety basics, anatomy - basics</li> <li>• <b>Relationships</b> – kindness, sharing, friendship circles, “what is bullying?” (simple level)</li> <li>• <b>Food &amp; Nutrition</b> – healthy kai vs “sometimes” foods, eating together at tables</li> <li>• <b>PE/ Sports Studies</b> – fundamental movement skills (running, throwing, catching), Jump Jam, fun games</li> <li>• <b>Outdoor Ed</b> – nature walks, play in safe outdoor spaces</li> <li>• <b>Culture &amp; Identity</b> – waiata, tī rākau simple, Kemu Māori intro</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mental Health</b> – self-regulation, growth mindset, talking about worries</li> <li>• <b>Body Care &amp; Physical Safety</b> – swim safety, self-care, personal space, safe decision making, anatomy basics</li> <li>• <b>Relationships</b> – bullying prevention, being an upstander, respecting differences</li> <li>• <b>Food &amp; Nutrition</b> – balanced eating, food and energy, lunchbox checks (positive)</li> <li>• <b>PE/ Sports Studies</b> – ball skills, fitness circuits, teamwork, fair play</li> <li>• <b>Outdoor Ed</b> – intro to sustainability, kaitiakitanga in the playground</li> <li>• <b>Culture &amp; Identity</b> – tikanga in sport, Mau Rākau basics, simple te reo sport vocab, waiata</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mental Health</b> – resilience, peer support, building positive self-image</li> <li>• <b>Body Care &amp; Physical Safety</b> – anatomy basics, puberty intro, self-defence basics</li> <li>• <b>Relationships</b> – deeper bullying prevention, healthy friendships, empathy</li> <li>• <b>Food &amp; Nutrition</b> – food choices, time/money budgeting, link between kai and activity</li> <li>• <b>PE/ Sports Studies</b> – game sense, strategy, leadership in team sports, dance/drama in PE</li> <li>• <b>Outdoor Ed</b> – environmental care projects, outdoor challenges, camp prep, regular camps</li> <li>• <b>Culture &amp; Identity</b> – Mau Rākau, Tī Rākau advanced, leading games with tikanga, waiata</li> </ul>

## POSSIBLE HEALTH & PE PROGRAMME

2027 Focus Themes: *Growth, Challenge, Leadership*

Juniors (Y0–2)	Middles (Y3–4)	Seniors (Y5–6)
<ul style="list-style-type: none"> <li>• <b>Mental Health</b> – building confidence, celebrating uniqueness, calming strategies</li> <li>• <b>Body Care &amp; Physical Safety</b> – swim safety basics, safe play, stranger danger (simple)</li> <li>• <b>Relationships</b> – kindness challenge, “how to be a good friend”, simple role play</li> <li>• <b>Food &amp; Nutrition</b> – eating colours of the rainbow, trying new foods</li> <li>• <b>PE/ Sports Studies</b> – motor skills, fun fitness, colour run, games for cooperation</li> <li>• <b>Outdoor Ed</b> – plant care, looking after the environment</li> <li>• <b>Culture &amp; Identity</b> – Māori games, simple Mau Rākau, kapa haka integration</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mental Health</b> – confidence, self-esteem, problem solving, calming strategies</li> <li>• <b>Body Care &amp; Physical Safety</b> – swim safety extended, first aid basics, risk awareness</li> <li>• <b>Relationships</b> – healthy friendships, bullying prevention, standing up for self &amp; others</li> <li>• <b>Food &amp; Nutrition</b> – how food fuels the body, simple cooking/kai prep links</li> <li>• <b>PE/ Sports Studies</b> – teamwork challenges, small-sided sports, dance/drama for confidence</li> <li>• <b>Outdoor Ed</b> – kaitiakitanga projects (gardens, rubbish-free challenge)</li> <li>• <b>Culture &amp; Identity</b> – deeper Kemu Māori, Mau Rākau growth, tikanga in games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mental Health</b> – wellbeing plans, leadership in hauora, supporting peers</li> <li>• <b>Body Care &amp; Physical Safety</b> – puberty deeper, self-defence, resilience training</li> <li>• <b>Relationships</b> – positive relationships, respect/consent, being part of groups and group responsibility, diversity</li> <li>• <b>Food &amp; Nutrition</b> – kai sustainability, food choices and health, budgeting for whānau meals</li> <li>• <b>PE/ Sports Studies</b> – fitness challenges, leadership in PE, sports strategy, student-led events</li> <li>• <b>Outdoor Ed</b> – environmental leadership, camp/outdoor challenges, kaitiakitanga leadership</li> <li>• <b>Culture &amp; Identity</b> – advanced Mau Rākau, tikanga leadership, mentoring younger students</li> </ul>

### **Mental Health**

#### **Whānau voice:**

- Safe spaces for tamariki to learn and grow mentally
- Support for emotions, self-regulation, and positive self-image
- Encouraging tamariki to express emotions (e.g., “it’s okay to cry”)
- Promoting wellbeing and hauora

#### **Programme focus:**

- Teaching emotional literacy and resilience strategies
- Supporting positive self-esteem and body positivity
- Using hauora models (Te Whare Tapa Whā, Te Wheke)
- Whānau partnership in supporting mental wellbeing

### **Food and Nutrition**

#### **Whānau voice:**

- Healthy eating and physical activity are important
- Shared kai and whanaungatanga through mealtimes
- Teach tamariki to love their mind, body, and wairua

#### **Programme focus:**

- Balanced nutrition and food choices
- Māra kai and sustainability practices
- Linking food and culture (kai Māori, kai from the moana)
- Encouraging kai routines (e.g., sitting together)

### **Body Care and Physical Safety**

#### **Whānau voice:**

- Road safety, water safety, swim safety
- Body care: understanding our bodies as important as minds, anatomy - basics
- Self-defence and mau rākau suggested

#### **Programme focus:**

- Regular safety education (fire, lockdown, first aid)
- Water and swim safety programmes
- Incorporating self-defence and tikanga-based mau rākau
- Building confidence in personal safety and boundaries

### **Physical Activity**

#### **Whānau voice:**

- Tamariki enjoy Jump Jam, Colour Run, push-ups, brain exercises
- Fun, fitness, ball skills, and motor skills valued
- Drama, dance, and performance suggested additions

#### **Programme focus:**

- Daily fitness and movement activities
- Fun and variety in physical activity (Jump Jam, games, creative movement)
- Arts integration: drama and dance as part of HPE
- Cross-curricular links (STEAM + PE)

### **Sport Studies**

#### **Whānau voice:**

- Teamwork, fairness, and everyone having a go
- Tamariki enjoys trying different sports
- Desire for more game sense, strategy, and reflection

#### **Programme focus:**

- Wide exposure to different sports and physical games
- Emphasis on fair play, teamwork, and tuakana-teina coaching
- Inter-school sport participation
- Critical thinking through analysing game strategies

## Relationships and Sexuality

### Whānau voice:

- Strong support for bullying prevention and KiVa programme
- Tamariki talk about kindness, standing up for self/others
- Some whānau don't want sex education taught at school
- Others ask: "What do we actually teach?"

### Programme focus:

- Continue anti-bullying education (KiVa, kindness, inclusion)
- Foster positive friendships and respectful relationships
- Age-appropriate identity, belonging, and diversity learning
- Engage whānau before puberty/sexuality programmes

Transparency about what we teach in HPE

## Outdoor Education

### Whānau voice:

- Requests for environmental protection, sustainability, and fishing
- Interest in activities like kī-o-rahi, māra kai, and te ao Māori practices
- Outdoor education as a way to connect with culture and whenua

### Programme focus:

- Camps, day trips, and adventure-based learning
- Environmental education and kaitiakitanga
- Māori games and mau rākau as outdoor learning
- Linking science and health (anatomy, environment, sustainability)

## NGĀ MĀTĀPONO

### Pono:

- Standing up against bullying (KiVa, being an upstander).
- Making healthy choices with food, friendships, and behaviour.
- Learning honesty in team play and sportsmanship.

### Ako Runga:

- Trying new physical skills, arts, dance, and drama.
- Building resilience in learning new sports and strategies.
- Promoting self-reflection and goal setting in hauora and PE.

### Manaakitanga:

- Respecting others' feelings, bodies, and boundaries.
- Caring for the environment (kaitiakitanga, sustainability).
- Supporting peers during fitness, games, and outdoor learning.

### Whanaungatanga:

- Working together as teams in PE and projects.
- Building safe and supportive classroom cultures.
- Strengthening identity through culture (Mau Rākau, kapa haka, te ao Māori games).