

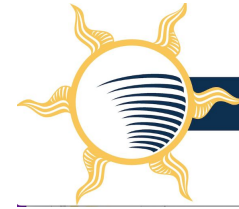
SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"

Health Curriculum Whānau Workshop

Thursday 4 May 2023

Karakia



SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"

Kia hora te marino

Kia hora te marino May peace be widespread
Kia whakapapa pounamu te moana May the sea be like greenstone
Hei huarahi mā tātou i te rangi nei A pathway for us all this day
Aroha atu, aroha mai Let us show respect for each other
Tātou i ā tātou katoa For one another
Hui e, taiki e Bind us all together



Board of Trustees



SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"



Back - left to right

Tiamana - Chairperson / Presiding Board Member -
Jason Alexander

Trustee / Member - Steve McCracken

Staff Representative - Sei Tereora

Trustee / Member - Darius Witana

Front - left to right

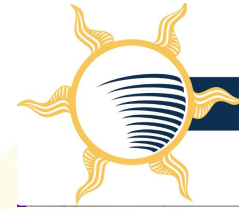
Principal - Virginia Montague

Trustee / Member - Michelle Pou

Trustee / Member - Soriya Em

Be sure to check out the BOT News Page for more detailed information on the Board Members and various School Programmes!

2022 Health survey



SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"

中文

한국어



WHĀNAU / PARENTS / CAREGIVERS

WE NEED YOUR INPUT

2022 Health and Physical Education Survey

As whānau of students at our school, your input is extremely important so that we can deliver Health and Physical Education Programmes that are most suitable and have the greatest impact.

Physical Education encompasses student's education around:

- physical activity
- sport studies
- outdoor education

Health Education encompasses student's education around:

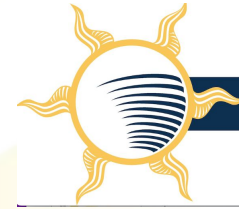
- mental health
- relationships and sexuality
- food and nutrition
- body care and physical safety

Please read the school's current Health and Physical Education Programme outlined below, as well as our proposed Statement of Intent. We then ask you to **complete our short survey before 15.12.2022.**

click here to
complete the
survey



2022 Health survey

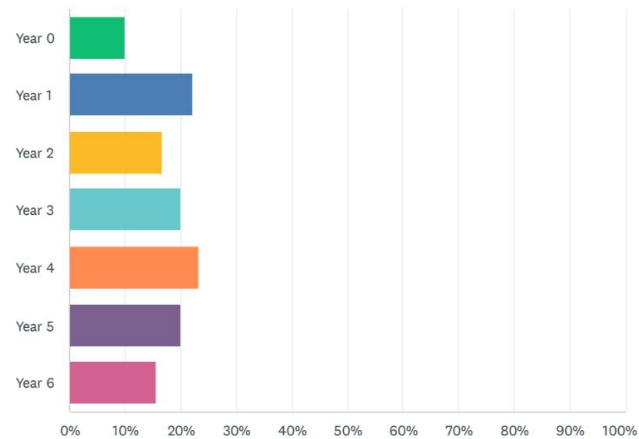


SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"

Q1 What year levels are your children in?

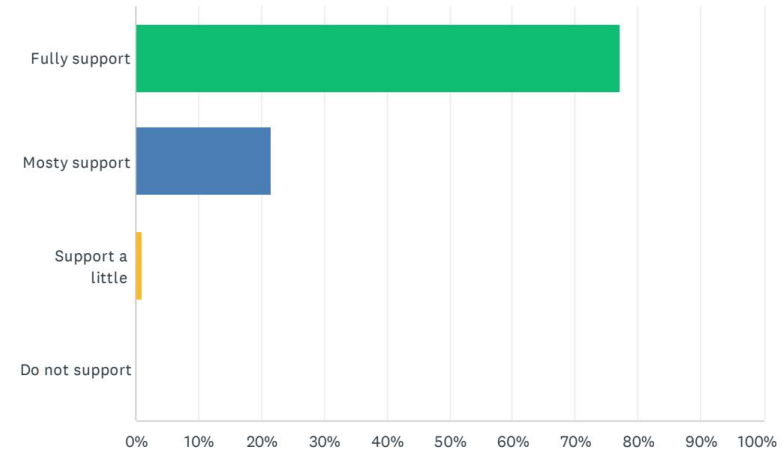
Answered: 90 Skipped: 0



ANSWER CHOICES	RESPONSES	Count
Year 0	10.00%	9
Year 1	22.22%	20
Year 2	16.67%	15
Year 3	20.00%	18
Year 4	23.33%	21
Year 5	20.00%	18
Year 6	15.56%	14
Total Respondents: 90		

Q3 Do you support Sunnynook's Health and Physical Education Programme intent and current delivery?

Answered: 88 Skipped: 2



ANSWER CHOICES	RESPONSES	Count
Fully support	77.27%	68
Mostly support	21.59%	19
Support a little	1.14%	1
Do not support	0.00%	0
TOTAL		88

Health & Physical Education Statement of Intent

In the tables below we highlight the key areas of Health Education identified in the New Zealand Curriculum and how our school currently delivers education to address these areas.



At Sunnynook Primary School we deliver quality Health and Physical Education Programmes which promote students' well-being. Well-being is seen holistically and includes aspects of good health such as: their physical, mental, spiritual and social well-being. We aim to support our students' ability to make good decisions about their own health and well-being and that of others. We encourage them to think critically and act fairly towards others, so that they become confident and actively involved, life-long learners.

In our school, Health and Physical Education is integrated into all curriculum areas and is woven into our daily routine. Content is delivered in an age-appropriate way. We explore:

- Hauora / well-being
- Friendships and relationships
- Managing change
- Building resilience
- Healthy food habits
- Physical learning activities
- Sexuality and gender
- Keeping ourselves safe

We also use external providers, such as Life Education, Harbour Sport, and our local community education police advisor to complement our internal programmes. Classes from these providers add real-life context to the learning students have already had.

There is the option for whānau to withdraw their child from any aspect of the relationship and sexuality education programme by writing to the Principal.

DETAILED CURRICULUM
OUTLINE AND STATEMENT OF
INTENT IS PUBLISHED ON OUR
WEBSITE

The screenshot shows the website's navigation menu with links for Home, Contact, School Information, and Curriculum. Below the menu is a list of links: Newsletters, Team Newsletters, Curriculum, Te Reo @ Home, Health & Physical Education (highlighted in yellow), SPS Learning Links, Yummy Apples, Events & Photos, and Hero. The main content area features the heading "HEALTH AND EDUCATION" and two sections: "Physical Education encompasses" with sub-points for physical activity, sport studies, and outdoor education; and "Health Education encompasses" with a sub-point for mental health.



Areas covered

Mental Health

In addition to the Mitey programme we also use:

- Te Whare Tapa Whā model
- Keeping ourselves safe
- Life Ed
- Cyber safety from Linewize
- Cools School peer mediation
- SPS Values and capabilities



Areas covered

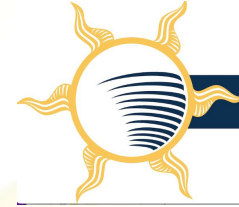
Relationships and Sexuality Education

Opportunities to develop skills and understanding about:

- Interpersonal skills and attitudes to enhancing relationships
- Knowledge, understanding and skills related to sexual development-hygiene and physical changes (Years 5 & 6 only)
- Societal attitudes and values
- Issues related to gender, identity, communication, and digital safety

You are able to withdraw your child from participating at any time.

Keeping Ourselves Safe



SUNNYNOOK PRIMARY SCHOOL

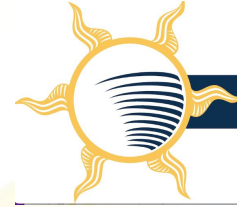
"Learning for Success"

Every 2 years.

Programme used alongside support from the Police Education Officer.

Aim of programme.

- teach students a range of safe practices that they can use when interacting with other people, both online and face to face
- teach students how to recognise the difference between healthy and unhealthy relationships, and encourage students who have been or are being abused to seek help
- prevent abuse by making parents and teachers more aware of their responsibilities to help students avoid abuse.



Life Education

Every 2 years

Healthy Harold programme

Life Education teacher works alongside classroom teacher to deliver the programme.

The content of the programme is made in consultation with the school.



Teams

Ngā Kōwhai

- **Ko Au - All about Me**
 - My body
 - Feelings
 - Safety
- **Ko Aku Hoa Relationships**
 - Friendships
- **Ko Tōku Ao - Me and the World**
 - Iden

Through:

- Circle time
- Role playing
- Oral Language
- Books
- Life Education
- Mitey: Mental Health
- KOS
- Firewise

Ngā Totara

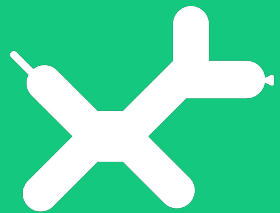
KO AU — ALL ABOUT ME
KO AKU HOA — FRIENDSHIPS AND
RELATIONSHIPS WITH OTHERS
KO TŌKU AO — ME AND THE WORLD

- **Life Ed: How the body works**
- **Mitey: Mental Health**
- **KOS :Keeping ourselves safe**
- **Cyber Safety**
- **Circle Time**
- **Texts related to Topics**
- **Oral Language:role playing**
- **Real time situations**
- **Example of a lesson RSE:**
[Enhancing relationships: What is a friend? | Health & PE · TKI](#)

Ngā Kauri

KO AU – PERSONAL HEALTH AND PHYSICAL
DEVELOPMENT
KO AKU HOA – RELATIONSHIPS WITH OTHER
PEOPLE
KO TŌKU AO – HEALTHY COMMUNITIES AND
ENVIRONMENTS

- **Mitey: Mental Health**
- **Relationships and sexuality education**
- **Health Talks**
- **KOS**
- **Y5 Cycle Skills Training Programme**
- **Cyber safety, what are the impacts of the decisions we make?**
- **Life Education**
- **Cross-curricular - Tūrangawaewae me te kaitiakitanga: Place and Environment Inquiry - Exploring values and perspectives**



TM

MITEY SIR JOHN KIRWAN
FOUNDATION

*Educating every child, every day, about
mental health*



OUR CHILDREN

65 Kiwi youth aged 10-19 years died by suicide in one year (to June 2020)

49 of the same age group died in road related incidents (year to March 2021).

SIR JOHN KIRWAN



MITEY – WHAT IS IT?



Mitey supports schools to deliver a New Zealand specific, research driven approach to mental health education for Years 1-8.

Mitey provides children with age appropriate knowledge and the tools to safeguard and nurture their mental wellbeing and to help others to do the same.

Learning is aligned to the NZ Curriculum and supported by integrated units of work.

Mitey is delivered through ongoing free support and professional development from a coach dedicated to our school, alongside unlimited access to an comprehensive online hub.

HOW WAS MITEY DEVELOPED

- University of Auckland – Professors Peter O’Connor, Katie Fitzpatrick and Melinda Webber led a cross disciplinary team at the University to develop Mitey.
- NZ teachers and principals nationwide together with NZ clinicians co-designed Mitey with the University.
- Mitey was trialled in 2020 and is subject to a 1 year evaluation in 2021 together with a clinical review.
- Mitey aligns with the government’s Mental Health Education Guidelines due for release 2022.

MANA MODEL

MANA WHĀNAU

The belief that we occupy a central and valued position in our whānau, including our school whānau.



MANA ŪKAIPŌ

The feeling of belonging and connection to our environment and to others.



MANA TANGATARUA

To have the skills, knowledge and confidence to navigate, with mental wellness, two or more worlds.



MANA TŪ

To have the skills to understand and deal with difference and adversity such as courage, resilience, self-discipline, humility and tenacity.



MANA MOTUHAKE

To have a positive sense of identity and positive role models we can relate and aspire to.





MITEY LEARNING OUTCOMES

LEVEL 1

- Describe important aspects of my identity.
- Recognise the ways I am the same as and different to other people.
- Identify my role in my whānau.
- Explore and share ideas about relationships with friends.
- Identify different feelings that I experience and describe how I experience these feelings in different situations.
- Explain that not everyone feels the same at the same time or feels the same about the same things.
- Recognise when myself or others need help with feelings, and that it is important to ask for help with feelings.

LEVEL 2

- Identify and share important things that make me 'me'.
- Listen to others and support their needs and feelings and share my own.
- Share ideas about the way our classroom environment contributes to the mental health and wellbeing of class members.
- Share ideas about how to show respect, manaakitanga, and aroha.
- Share ideas about how to seek support for myself and others.
- Develop problem-solving strategies for dealing with emotions, challenges and change.
- Describe emotions and identify when, how and with whom it is appropriate to share emotions.

LEVEL 3

- Describe personal characteristics and aspects of my life that affect my self-image.
- Identify factors that affect my hauora, describe my personal characteristics, and develop skills to manage changes that support my wellbeing.
- Identify ways to report abusive behaviours and access support for myself and others.
- Describe bullying and its impact on my own and others' mental health.
- Support others in my class room and in the school in times of discrimination.
- Describe and affirm my feelings and beliefs about myself and others.
- Participate in a school event that promotes the acceptance of body appearance and celebrates diversity.

LEVEL 4

- Examine how things I value are an expression of my self-identity.
- Identify the qualities of friendship and the impact of changing friendships on mental health.
- Identify ways to manage changing relationships.
- Identify strategies to support myself and others in difficult times.
- Identify ways I can support the mental health of others.
- Demonstrate feelings in a range of ways and in a range of situations.
- Identify what gets in the way of maintaining and promoting mental health.
- Challenge attitudes and values that lead to stereotyping and discrimination.

MITEY UNITS OF WORK



UNIT PLAN

LEVEL 1

Level 1 - My Kākahu

A Unit based on creating a kākahu to help ākongā understand identities and feelings.

[View unit plan >](#)



UNIT PLAN

LEVEL 2

Level 2 - Our Way

A Unit based on the book Aroha's Way to help ākongā understand how to support themselves and others.

[View unit plan >](#)



UNIT PLAN

LEVEL 3

Level 3 - Mophead

A Unit based on the book Mophead to help ākongā understand bullying, racism and flourishing.

[View unit plan >](#)



UNIT PLAN

LEVEL 4

Level 4 - Emily's Backpack

A Unit to help ākongā understand and support their own and others' mental health.

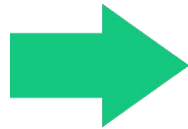
[View unit plan >](#)

MY KĀKAHU – LEVEL 1




Mitey Core Learning Outcomes.

- Describe important aspects of my identity.
- Recognise the ways I am the same as and different to other people.
- Identify my role in my whānau.
- Explore and share ideas about relationships with friends.
- Identify different feelings that I experience and describe how I experience these feelings in different situations.
- Explain that not everyone feels the same at the same time or feels the same about the same things.
- Recognise when myself or others need help with feelings, and that it is important to ask for help with feelings.



LEARNING EXPERIENCE LEVEL 1




#1.4 - Being Brave

Through the story Tu Meke Tūi, ākonga are introduced to Tere the Tūi and Taitu the Takahē. Ākonga unpack the idea of what it means to be brave and how thoughts can lead to feelings and to actions.

Mana Concept: Mana Whānau | Topic: Identity

[View learning experience >](#)

LEARNING EXPERIENCE LEVEL 1



#1.5 - What Are My Strengths?


Ākonga are encouraged to think about their strengths and find others with similar strengths. Ākonga learn to use 'I statements' when talking about themselves.

Mana Concept: Mana Tangatarua | Topic: Identity

Mana Whānau

[View learning experience >](#)

LEARNING EXPERIENCE LEVEL 1



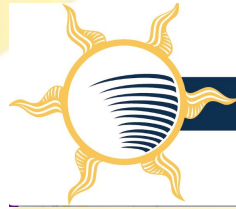
#1.6 - Being A Friend

What makes a good friend and how we can be a good friend to others? An important learning experience to help foster healthy friendships in the classroom and playground.

Mana Concept: Mana Whānau | Topic: Communication & Relati...

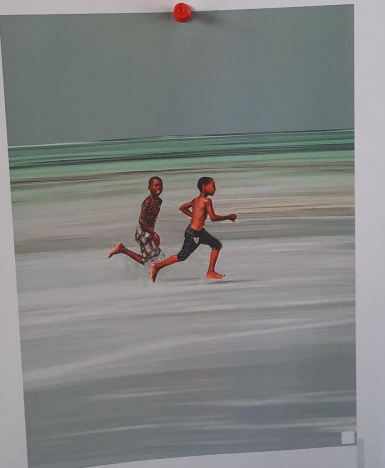
[View learning experience >](#)





Expressing and releasing emotions - The hardest part about being a kid.....

1. Who do you think these people might be?
 2. How do these people feel about each other?
 3. What makes you think that?



Location: Zanzibar, Tanzania
by @sollylevi (UK)
Final score: 41

'I AM' AFFIRMATIONS

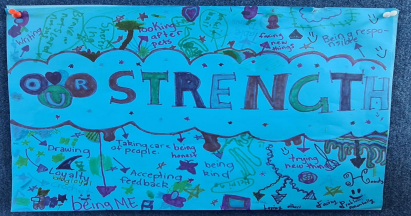
I AM... Terrified when I have a nightmare.

I AM... Shocked when I accidentally do something I'm not supposed to.

I AM... Comfortable when I am tucked in bed (comfortably)

I AM... Lonely when I get left out.

I AM... Curious when I see books I don't know.



I had a playdate with my friend and we felt

Koa



I had a playdate with my friend and we felt

Happy

What are feelings??



Feelings are expressions we express when we feel pain or anger. There are a variety of different feelings for example sad, angry, happy and excited. You have different emotions based on what you're in. If you're in an argue you feel anger or annoyed and sometimes fear. When you did something wrong you will be anxious and guilty. When you're getting grounded or you lost something you will feel sad.



contents



Ngā Totara



SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"

Create an emoji to show how you are feeling today.

How are you feeling today?

I am feeling ngenge/tired today because I woke up early and also my dog climbed on me and started barking!

Q W E R T Y U I O P

Confident	Happy	Excited	Happy
Proud	Happy	Grateful	Joy

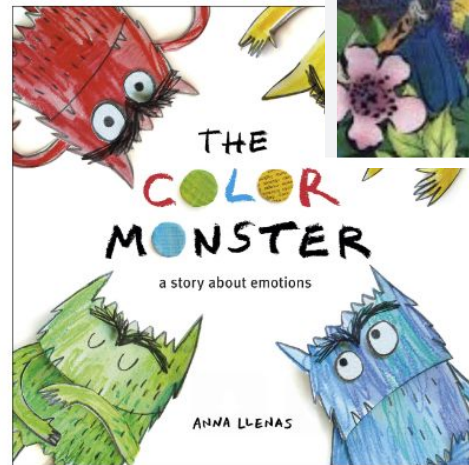
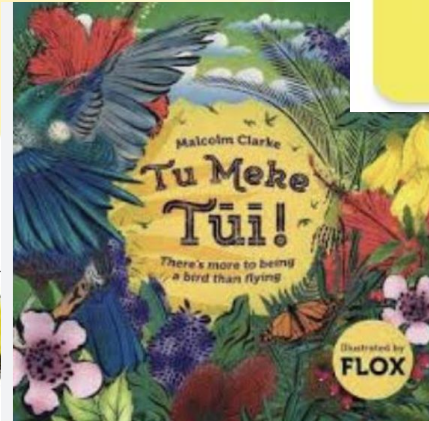
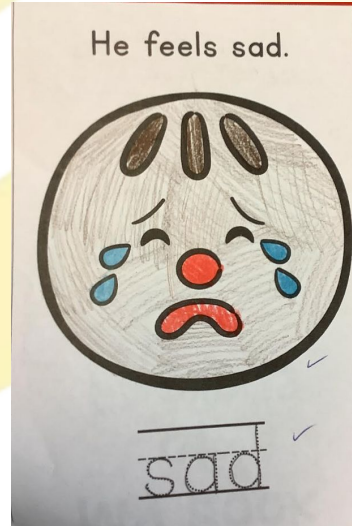


Ngā Kōwhai



SUNNYNOOK PRIMARY SCHOOL

"Learning for Success"



WHAT SETS MITEY APART?

- Co-designed by NZ teachers & University of Auckland
- School wide approach, embedding learning
- A collaboration of Māori & Western understandings
- Coaches work side by side with our school
- Tailored to fit the needs and strength of our community
- Integrated into what is already happening in the classroom

