

Health Statement

Ko Taku Reo Enrolled School's vision for the success of our learners underpins our approach to health education. Our first goal within our 2024 Strategic Plan is to ensure we have an environment where learners and staff are safe and where Deaf culture is honoured, taught, and nurtured. We strive to provide an environment where our students Belong, Grow, Choose and Excel. We do this through providing access to resources, services, safe learning environments and opportunities they need. Health Education is fundamental to our students' growth and sense of self and underpins our three pou, Languages, Learning, and Identity and Wellbeing.

To ensure access to quality learning experiences across the Health Curriculum, students access health education through provisions and access to mainstream health education programmes and sporting activities within our partner schools.

Student identity and wellbeing sit at the centre of our provision health education programmes, with key areas of focus including:

- Communication and relationships
- Deaf culture and identity
- Personal health and physical development

We value the diverse range of strengths and needs of our learners. Some students may require extra support within the provision, while others may be well placed to participate in programmes offered by our partner schools. Learners from Year 11 can enrol in NCEA courses in health and PE if that is part of their identified pathway.

We respond to the individual needs of each of our learners, from Years 1-16, in partnership with our host schools. Therefore, our programmes, timetables, topics and assessments vary based on the provision and their learners.

Each learner has an Individualised Education Program (IEP), which enables the identification of personal growth, health and wellbeing goals. All students have access to a support team as required to meet their specific health and wellbeing needs. Our specialist support team includes educational interpreters, speech language therapists, counsellors, career advisors, and social workers.

When participating in mainstream health education learning programmes, students are supported by Ko Taku Reo staff when necessary.

We comply with legislative requirements for developing and delivering health education, including consultation with our school community.

Our Enrolled School Provisions provide learning programmes that span the four strands of Health and Physical Education in The New Zealand Curriculum:

1. Personal Health and Physical Development
2. Movement Concepts and Motor Skills
3. Relationships with Other People:
4. Healthy Communities and Environment

There are seven areas to be included in teaching and learning programmes across primary and secondary levels.

1. mental health
2. sexuality education
3. food and nutrition
4. body care and physical safety
5. physical activity
6. sport studies
7. outdoor education.

Relationships and sexuality education (RSE)

Learning in this area aims to enable young people to understand themselves and to develop the knowledge, skills, and attitudes to think about and engage in positive and healthy relationships. It includes learning about gender, sex and sexualities. The New Zealand Curriculum supports a holistic approach to sexuality education as defined by the hauora model, which includes physical, social, mental, emotional, and spiritual aspects. This is much broader than sex education, which relates only to the physical aspects of sexual and reproductive knowledge. As a school, we will inform you when topics will be covered and seek your consent regarding any sensitive sexuality topics. This will also apply to partner school programmes.

Resources:

- Health and Physical Education: [Health and physical education in the curriculum](#)
- New Zealand Family Planning: [Relationships and Sexuality Education for Parents and Whānau](#)