

IOA - Health Survey data 2023

Health Curriculum Consultation 2023 - Plimmerton School

In July, we consulted with whanau regarding the delivery of the Health Curriculum at Plimmerton School. The purpose of this consultation was to:

1. Ascertain the wishes of the school community regarding how the Health Curriculum should be implemented, given the views, beliefs, and customs of the members of that community; and
2. Determine, in broad terms, the health education needs of the students at the school.

We received 84 responses. Of those 84 responses, 118 students were included in the data.

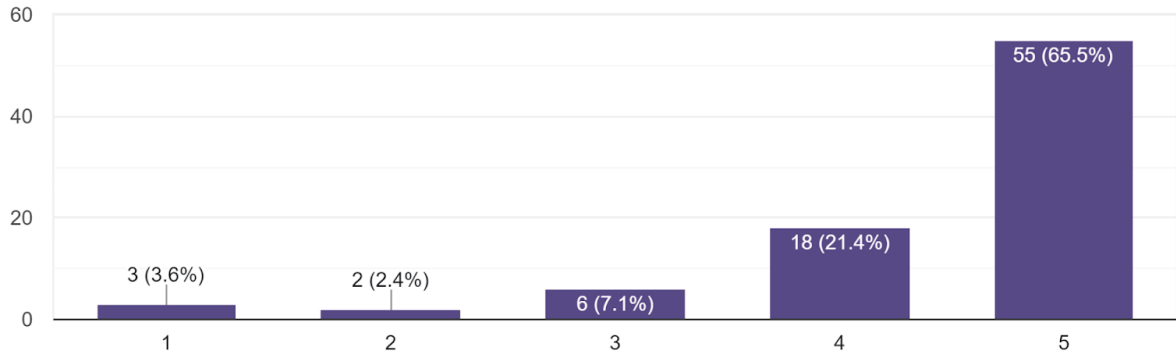
- 22% from Motuhara Syndicate (Years 1-2),
- 25% from Mana Syndicate (Years 3-4),
- 28% from Hongoeka Syndicate (Years 5-6) and,
- 25% from Taupo (Years 7-8).
- 4 responses did *not state their children's year*.

The consultation results concluded the school community strongly values the importance of teaching Mental Health, with 87.2% of respondents ticking 4 or 5, indicating that it is very important. Plimmerton School's Strategic Aims from 2021-2024 Goal 3 included support for Mental Health and well-being initiatives and Neurodiversity.

Within the comments section, there were polarising opinions on how Mental Health should be addressed, taught, modelled and the term used. Therefore we will seek guidance about how we define and use the term, what ways we can support our learners and also how we can make this a collaborative partnership between home and school.

In your opinion, how important is it that MENTAL HEALTH (as part of the Health curriculum) is given focus in our school's programme?

84 responses



When the topic of bullying was raised in the survey 90.5% indicated this as very important. This also had contrasting comments about what is or should happen in a school setting. Highlighted in the comments was the fact that bullying often goes unseen by the majority, so it is hard to address, or parents don't know it is being addressed.

There was strong encouragement in the comments that children need to be taught the skills to speak and intervene when they see examples of negative behaviour. Parents also identified wanting additional support around how to use the skills taught at school to support them at home.

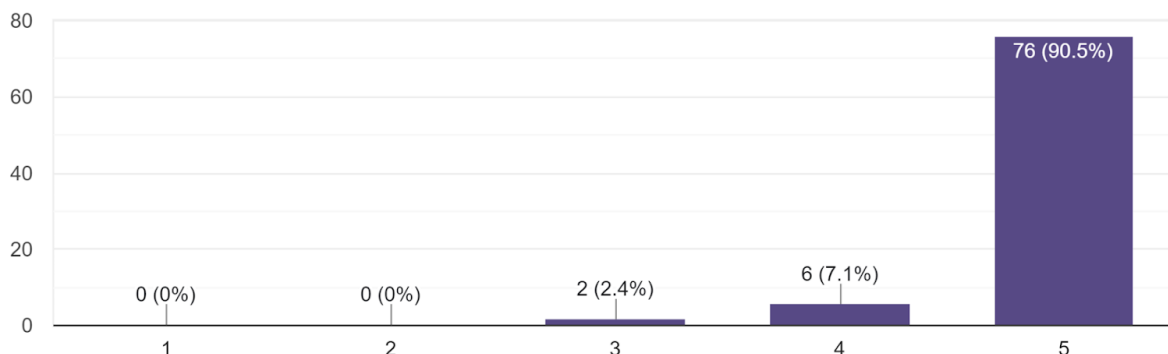
Within our systems of identification, we have noted there is a culture of not saying anything to teachers or staff. Instead, students have tried to either resolve it themselves or allow the issue to continue. This has meant we have not been able to act promptly, and the issue has been able to continue.

Currently, we are looking at bullying identification and developing systems of reporting where students know what to do, how to do it, and who to talk with. We have also identified some gaps in our reporting within the school, as, at times, escalation of bullying isn't known to Syndicate Leaders, Deputy Principals, the Principal and, in some cases, parents.

The next step is also looking at how we communicate with the community about how Positive Behaviour for Learning (PB4L) is used to redirect negative behaviour and the systems and processes we have in place.

In your opinion, how important is it that BULLYING PREVENTION (as part of the Health curriculum) is given focus in our school's programme?

84 responses



Question 3 related to how important food and nutrition teaching is under the Health Curriculum. 88% of responses indicated it was very important or important. Only 2/84 (2.3%) indicated that it wasn't important.

In question 4, Sexuality Education was broken down into three sub-sections.

1. **How the body grows and changes:** 80% viewed this as either very important or important. 18% viewed it as somewhat important.
2. **Pubertal Change** (in Years 5 and 6): 86% viewed this as either very important or important. 8% viewed it as somewhat important.
3. **Gender stereotyping:** 64% viewed this as either very important or important. 23% viewed it as somewhat important and 13% not important.

Question 5 asked about Body Care and Physical Safety. (This question listed 10 areas)

1. **Personal hygiene - keeping clean:** 72% viewed this as either very important or important.
2. **Oral hygiene - caring for teeth:** 74% viewed this as either very important or important.
3. **Prevention of the spread of germs, head lice etc.** 68% viewed this as either very important or important.
4. **How the body works:** 81% viewed this as either very important or important.
5. **Sun safety:** 82% viewed this as either very important or important.
6. **Road safety:** 74% viewed this as either very important or important.
7. **Fire safety:** 85% viewed this as either very important or important.
8. **Safety during natural disasters:** 83% viewed this as either very important or important.

9. **First Aid:** 83% viewed this as either very important or important.
10. **Recognising and reporting hazards:** 76% viewed this as either very important or important.

Question 6 asked about the importance of Physical Activity (*using 3 subheadings*)

1. **Regular fitness activities:** 89% viewed this as either very important or important
2. **Co-ordination and motor skills:** 82% viewed this as either very important or important
3. **Safety in physical activities:** 74% viewed this as either very important or important

Question 7 asked about the importance of Sports studies (*using 3 subheadings*)

1. **Skills associated with a range of sports:** 71% viewed this as either very important or important
2. **Leadership, cooperation and teamwork:** 93% viewed this as either very important or important
3. **Fair play:** 96% viewed this as either very important or important

Question 8 asked about the importance of three aspects of EOTC (*using 3 subheadings*)

1. **Adventure activities and outdoor pursuits:** 79% viewed this as either very important or important
2. **Trying new and different activities:** 90% viewed this as either very important or important
3. **School Camp:** 76% viewed this as either very important or important

The last section of the survey asked for suggestions to enrich our Health and PE Programmes. As it was a wide pool of participants, the suggestions often varied from personal preference about subjects, the potential of a school uniform and how different sports events should be run across the school.

There were a few comments about what concepts should be taught at home versus what should be taught at school. This included the teaching/education of gender diversity. Further education with our whanau to outline what we teach each year and why is important to clarify these points.

Fundamentally some key concepts came through in this section:

- Physical movement
- Digital safety
- Resources that support parents and teachers to deal with a range of topics such as anger management and anxiety

Summary of responses

After reviewing the responses it was clear that the community values teaching and education about students Mental Health and Well-being. This includes developing better school-wide

systems for identifying bullying and empowering students to speak up to mean, rude or bullying behaviour.

Also important to the community is the role physical activity plays in the mental health of their children. 93% of respondents highly valued leadership, cooperation and teamwork, wanting this to be regularly taught with learning contexts and programmes. Teamwork, cooperation and leadership were valued higher (93%) than the skills associated with varying sporting activities (71% viewed this as very important or important).

Gender diversity was a topic that appeared to have polarizing opinions, as some people believed this should be taught at home or not at all. This area scored the lowest in the survey as important to teach. (**Gender stereotyping**: 64% viewed this as either very important or important)

The three most common areas for our kura to develop, refine or work on (outside of Mental Health) are:

1. **Fair play**: 96% viewed this as either very important or important
2. **Leadership, cooperation and teamwork**: 93% viewed this as either very important or important
3. **Trying new and different activities**: 90% viewed this as either very important or important

On the whole, the survey was positive regarding what we are teaching at Plimmerton School. Most results sat in the 80-90% very important or important. This would be considered a normal range set compared with the three results in the 90's and one in the 60's.

As a result of the survey, from data collected in 2023 and linked to Strategic Aims (Goal 3), meetings are already underway with Health Professionals to support the staff and programmes in these areas for 2024 and beyond. Careful consideration will be given to which programme, resources or provider we use, as it is important what we learn and in turn deliver across the kura is sustainable and becomes embedded. This statement is also inclusive of meeting the needs of all Neurodivergent learners.

One topic that didn't come up through the survey was 'trauma'. This will become an additional feature of teacher development in 2024, supporting the understanding of Mental Health and Neurodivergence.

In 2023 we employed an outside provider to deliver a Mental Health/Well-being Programme across all four syndicates (EduKate). This programme ran for 10 weeks, targeting the needs of

40 students who were in need of extra support. We continue to look for ways to develop this programme and deliver it across the Kura. In 2023 we also paid for the Life Education trust to run sessions for years 1-4 students. The focus was on healthy relationships and a positive mindset. (Years 5-8 are due to undergo their sessions in 2024).

In conclusion, we have received key pieces of information from our community that we can use to support learning in our Kura. As not everything is We need to continue to evolve what we do, grow staff knowledge, receive professional development and embed this across the Kura. Importantly it is how we communicate what we do and how we do it so whanau are informed and understanding of the educator's role and also their role in raising the Te Kura O Taupo learner.

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84 responses between the dates 21/7/23 - 28/7/23

Number of responses from parents with 1 child: 47

Number of responses from parents with 2 children: 28

Number of responses from parents with 3 children: 5

Number of responses from parents with 4 children: 0

Number of responses from parents/others who did not indicate a number of children: 4

Percentage of response pertaining to years 1 & 2: 22%

Percentage of responses pertaining to years 3 & 4: 24%

Percentage of responses pertaining to years 5 & 6: 27%

Percentage of responses pertaining to years 7 & 8: 25%

Question:

In your opinion, how important is it that MENTAL HEALTH (as part of the Health curriculum) is given focus in our school's programme? (scale of 1-5)

55/84 responses (66%) = 5

18/84 responses (21%) = 4

6/84 responses (7%) = 3

2/84 responses (2%) = 2

3/84 responses (4%) = 1

Comments:

- It is important but should also be coming from us at home too - dual responsibility
- It's a fine balance between talking about it and not making it a big deal so that they over think everything.
- As long as the difference between normal feelings and mental health is explained, as sometimes that term is too loosely used.
- I feel strongly how important classes schools should have. If you don't learn about mental health and have it looked after, learn about resilience etc then everything else will fail for them. I worry as an ex pat in NZ the right country for my boys to be raised here with such high teen and make suicides, please please teach our kids about mental health and resilience etc as much as you can and as important as any subject they are learning as without this in their life they will fail
- Understanding mental health is normal, knowing signs, asking for help, supporting friends
- Mental health and invisible conditions and disabilities are important to teach - it's easy to see and understand a broken arm, it's a lot harder to see and understand autism or OCD or anxiety disorders if people don't learn and talk about them. And support each other.
- Basics about talking to people, treating others with respect no matter their background, big feelings etc
- Love to work on filling each other's buckets, being kind etc, more important than anything else they learn at school.
- Mental and physical health are both important, but mental health has more stigmas attached to it. Speaking as someone who lives with PTSD, open, honest communication is how to promote understanding, tolerance and acceptance.
- There is currently a complete lack of regard for mental health concerns at the school. ■■■
- It is not essential to bring this into the actual curriculum
- This is a vitally important topic however there needs to be open communication on what is included who is delivering and how. It need to be from a trained person who has had training. A holistic view around the teaching is also needed as there is a growing concern around mental health issues at the school which are being ignored and not dealt with or in an inappropriate manner.
- I feel in this new and fast paced version of the world we live in, mental health needs to be of top priority and it still often gets left behind and dismissed.
- Mental health is a massive problem in nz and I believe it should be recognised and how to get help

- Mental health is at the heart of learning however it is important that the teachers and other staff lead by example by supporting everyone and not adding to any issues. The mental health of the teachers is also important and needs to be respected
- As a mental health professional myself I am passionate about this becoming a larger part of the school curriculum and open to discussion around how this could look
- Shdn't be mental health issues at this age like smartphone use for social media, text bullying, getting too competitive
- We only have 2 children year 2&5 at Plimmerton school Question 1 requires all rows to be completed
- Mental WELLBEING i think more than 'health' ie positive framing
- It is the key to their well being.. if they are not in a good space- they aren't able to learn or be motivated to socialise and remember what to do and why.
- Basic parenting

Question:

In your opinion, how important is it that BULLYING PREVENTION (as part of the Health curriculum) is given focus in our school's programme? (scale of 1-5)

75/84 responses (90%) = 5

6/84 responses (8%) = 4

2/84 responses (2%) = 3

0/84 responses (0%) = 2

0/84 responses (0%) = 1

Comments:

- As long as the difference between normal human behavior and bullying is explained so our kids don't become too precious.
- I think every mum worries about bullying, my six year got punched in the face this week at Kelly Club, he had never seen the child before and it was nothing my child did, he was talking to another child and the child punched him. He was pretty upset and I didn't really know how to respond, I talked to and we all confronted the child and asked him did he do it, why and to apologise. I still don't know was that the best approach or what to teach my son if it happens or sees it happen. Every other day I see mums on social media scared because their child is so bullied and I am scared of it as my child grows up. I haven't seen it in Plimmerton school bar this week and what happened at Kelly Club. I love the songs that the schools teach about kindness and grateful and hope everyone is

thought this and educate everyone on stopping bullies and helping those that bully also to be aware of the effects of this. Thank you

- Empowering children to speak up when personally impacted, or when seeing others impacted, intervening
- It's very important. No matter how wonderful we think our school is, bullying can happen and we may not even notice. Very important to keep teaching and educating and supporting.
- Bullying has increased around the school since [redacted] left. Bullying incidents being reported are dismissed and aren't dealt with early and appropriately.
- My child has had a few bullying incidents at Plimmerton school and the teachers were oblivious of all incidents. I understand teachers can't watch the kids every second, but there's definitely a worrying bullying culture at Plimmerton school.
- My child has been/ is bullied, and is only year 2. Clearly it requires addressing, and perhaps human-kind will always need education regarding this aspect of life. The impacts of bullying are scars that are emotional and mental. They are harder to face without guidance and a well resourced mental/emotional toolkit.
- Again this needs to be shown (not just spoken about) [redacted] Do better!
- Some of it is still currently not always addressed
- There is a growing amount of bullying at the school [redacted]
- This is probably the number one thing I believe needs to be sorted in our schools to save permanent trauma.
- With suicide a big problem bullying needs to be addressed and taught the types of ways bullying.
- Bullying at the school is going to become worse [redacted]
- Antibullying should be taught weekly
- Key focus online bullying
- Feeling safe, physically and mentally is what I absolutely expect schools to prioritise... and children who are impacting others safety should be have parents at school to aid teachers. It's serious, but it doesn't feel like it's being taken seriously by the parents of the child.
- Everyone deserves to feel included and to be treated with respect - from students to teacher's and school staff, vice versa
- Basic parenting

In your opinion, how important is it that the following aspects of FOOD AND NUTRITION (as part of the Health curriculum) are given focus in our school's programme? [What the body needs to be healthy and grow)

2 responses = not important (2%)

8 responses = somewhat important (9%)

41 responses = important (49%)

33 responses = very important (40%)

In your opinion, how important is it that the following aspects of FOOD AND NUTRITION (as part of the Health curriculum) are given focus in our school's programme? [How to make healthy food choices]

2 responses = not important (2%)

14 responses = somewhat important (17%)

39 responses = important (46%)

29 response = very important (35%)

In your opinion, how important is it that the following aspects of FOOD AND NUTRITION (as part of the Health curriculum) are given focus in our school's programme? [The impact of healthy and unhealthy food choices on the body]

3 responses = not important (3%)

20 responses = somewhat important (24%)

31 responses = important (37%)

30 responses = very important (36%)

In your opinion, how important is it that the following aspects of SEXUALITY EDUCATION (as part of the Health curriculum) are given focus in our school's programme? [How the body grows and changes]

3 responses = not important (3%)

11 responses = somewhat important (14%)

37 responses = important (44%)

33 responses = very important (39%)

In your opinion, how important is it that the following aspects of SEXUALITY EDUCATION (as part of the Health curriculum) are given focus in our school's programme? [Pubertal Change (in Year 5 and 6)]

5 responses = not important (6%)

7 responses = somewhat important (8%)

35 responses = important (42%)

37 responses = very important (44%)

In your opinion, how important is it that the following aspects of SEXUALITY EDUCATION (as part of the Health curriculum) are given focus in our school's programme? [Gender stereotyping]

11 responses = not important (14%)

19 responses = somewhat important (22%)

35 responses = important (42%)
19 responses = very important (22%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Personal hygiene - keeping clean]

5 responses = not important (6%)
18 responses = somewhat important (21%)
32 responses = important (38%)
29 responses = very important (35%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Oral hygiene - caring for teeth]

5 responses = not important(6%)
17 responses = somewhat important (20%)
29 responses = important (35%)
33 responses = very important (39%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Prevention of the spread of germs, head lice etc.]

6 responses = not important(7%)
21 responses = somewhat important (25%)
31 responses = important (37%)
26 responses = very important (31%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [How the body works]

5 responses = not important(6%)
11 responses = somewhat important (14%)
36 responses = important (42%)
32 responses = very important (38%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Sun safety]

1 responses = not important(1%)
14 responses = somewhat important (17%)

32 responses = important (38%)
37 responses = very important (44%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Road safety]

1 responses = not important (1%)
11 responses = somewhat important (14%)
34 responses = important (40%)
38 responses = very important (45%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Fire safety]

1 response = not important (1%)
12 responses = somewhat important (15%)
33 responses = important (39%)
38 responses = very important (45%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Safety during natural disasters]

0 responses = not important (0%)
14 responses = somewhat important (17%)
34 responses = important (40%)
36 responses = very important (42%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [First Aid]

3 responses = not important (3%)
11 responses = somewhat important (14%)
37 responses = important (44%)
33 responses = very important (39%)

In your opinion, how important is it that each of the following aspects of BODY CARE AND PHYSICAL SAFETY (as part of the Health curriculum) are given focus in our school's programme? [Recognising and reporting hazards]

4 responses = not important (5%)
16 responses = somewhat important (19%)

42 responses = important (50%)
22 responses = very important (26%)

In your opinion, how important is it that each of the following aspects of PHYSICAL ACTIVITY (as part of the Health curriculum) are given focus in our school's programme? [Regular fitness activities]

1 responses = not important (1%)
8 responses = somewhat important (10%)
36 responses = important (43%)
39 responses = very important (46%)

In your opinion, how important is it that each of the following aspects of PHYSICAL ACTIVITY (as part of the Health curriculum) are given focus in our school's programme? [Co-ordination and motor skills]

1 responses = not important (1%)
14 responses = somewhat important (17%)
38 responses = important (45%)
31 responses = very important (37%)

In your opinion, how important is it that each of the following aspects of PHYSICAL ACTIVITY (as part of the Health curriculum) are given focus in our school's programme? [Safety in physical activities]

2 responses = not important (2%)
20 responses = somewhat important (24%)
34 responses = important (40%)
28 responses = very important (34%)

In your opinion, how important is it that each of the following aspects of SPORTS STUDIES (as part of the PE and Health curriculum) are given focus in our school's programme? [Skills associated with a range of sports]

5 responses = not important (6%)
19 responses = somewhat important (23%)
38 responses = important (45%)
22 responses = very important (26%)

In your opinion, how important is it that each of the following aspects of SPORTS STUDIES (as part of the PE and Health curriculum) are given focus in our school's programme? [Leadership, co-operation and teamwork]

2 responses = not important (2%)
4 responses = somewhat important (5%)

38 responses = important (45%)
40 responses = very important (48%)

In your opinion, how important is it that each of the following aspects of SPORTS STUDIES (as part of the PE and Health curriculum) are given focus in our school's programme? [Fair play]

0 responses = not important (0%)
3 responses = somewhat important (4%)
39 responses = important (46%)
42 responses = very important (50%)

In your opinion, how important is it that each of the following aspects of the PE and Health curriculum are given focus in our school's programme? [Adventure activities and outdoor pursuits]

3 responses = not important (4%)
14 responses = somewhat important (17%)
32 responses = important (38%)
35 responses = very important (41%)

In your opinion, how important is it that each of the following aspects of the PE and Health curriculum are given focus in our school's programme? [Trying new and different activities]

1 response = not important (1%)
7 responses = somewhat important (8%)
42 responses = important (50%)
34 responses = very important (41%)

In your opinion, how important is it that each of the following aspects of the PE and Health curriculum are given focus in our school's programme?[School Camp]

5 responses = not important (6%)
15 responses = somewhat important (18%)
32 responses = important (38%)
32 responses = very important (38%)

Keeping Ourselves Safe is a programme designed by the NZ Police to help children and young people to learn about and apply a range of safety skills that they can use when interacting with others. How often would do you think students at Plimmerton should participate in the Keeping Ourselves Safe programme? (currently every second year)

<https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/kos>

61 responses for “every year” (73%)

10 responses for “every 2 years” (12%)

13 responses for “I don’t know enough about the programme to comment” (15%)

Do you have any suggestions around enriching or adapting the Health and Physical Education programmes at Plimmerton?

- As there isn't comment fields around the topics I'd like to make comment on.
- Stop letting children opt out of things like cross country it's a cop out and it's weak.
- The areas I gave as 'not important', are important but I think these should be taught at home and supported at school.
- Go Zen is an excellent resources for schools including helpful advice for parents and courses to do with students on a range of topics such as anger management and anxiety.
- Have something that parents are given before and after the curriculum so they are part of the learning and support for the children.
- A lot if the above is mainly parent's responsibilities- but if parents aren't doing their jobs or know that is there jobs then schools have to pick this up. Everything you provide to the children should be given to parents so they know what their child is learning and why it is important. Is I don't have 4 kids but couldn't submit form unless I ticked each row. 😞
- I'm happy with what is being taught and my only suggestion is to ensure consistency across the years.
- I would be very keen for Y7/8 to have an overnight noho at Hongoeka
- Schools have a huge amount to support children with which is far beyond just the academia but not all the responsibility falls to the school. It's about schools and parents working together and if schools can help parents to support some of these topics at home a collaborative approach for children can be taken to support them more effectively.
- Teaching the fundamental movement patterns through games. Explain why it is important to move well.
- Make cross country mandatory, even if student walks-put slow ones together. If kids opt out of swimming they should still be physically active meanwhile
- Be good for the school not just to teach these things to tick a box, but for the school to live what is taught, and UPHOLD it! Support those dis-advantaged and to not be afraid to consult with the parents
- Bring health professionals that know how to do it

- I think the health curriculum could also incorporate a wider range of emotion regulation skill development that could prevent a number of issues that will arise throughout their schooling years.
- Please can we focus on more academic learning and the issues at the school
- The form made me choose a child in each year but I only have 1 child in year 2
- Bring in specialists trained in the areas specified. There needs to be parent consultation on what will be covered and how by who.
- It would be good to know how these answers are going to be used and implemented. What is going to happen after this consultation? It would be good to have some reassurance the responses will be taken on board and respected
- I'm unaware of what currently goes on, so no. But good luck with it! :)
- I don't believe children need to be taught about sexuality until they are at least 12
- I would also like to see less technology time at school to compliment the positives in all of these health curriculum topics.
- Parents should take some responsibility for each of these, esp sex education. Happy to work with school, come in when certain things are being covered as appropriate to the age group
- Make Crosscountry compulsory, maybe split into competitive & noncompetitive
- Swimming year 5-8 should be in a deeper pool. If you're not swimming, you should still be exercising outside
- Sexuality should NOT be a topic of discussion until children are about 11-12. Prior to that, children should be taught acceptance of anyone regardless of beliefs but not focusing on this crazy world of "gender identification". It's utter non-sense.
- Increasingly our tamariki need support with digital safety and wellbeing, particularly with digital devices being used in schools and the potential for access to harmful content. It is inevitable that children will come across problematic content and they need tools/support to manage this. They need to know that they shouldn't accept behaviours online that they wouldn't accept in real life, for example.
- Thank you for thinking of all these, what you have implemented already and all the above. My child is in year 2 but I think the googles form for that section you needed to select a class from each line
- It would be so awesome if the kids could learn more about growing their own food - horticulture knowledge - and knowledge of medicinal plants/herbs so they can learn that they can heal themselves naturally
- I think physical education is key to mental well-being. Ideally it would be part of each and every day at school. Opportunities for outdoor education, camps, ski camps, hikes, all fabulous for our tamariki.

- Physical movement is really important. I appreciate the range of topics covered during the year. I have seen individual personal growth in all my children during the football tournament run by ■ Physical, encouraging, turns, pride and celebration. I now have a child interested in the chess tournament and believe that this is a sign of increasing confidence to take risks and make individual choices regardless of peers. P.s Can we please get a school polo shirt/uniform :)
- My kids are y5 and 78 the form wouldn't let me complete unless I loaded an answer in all 4 columns
- Training for staff on dealing with mental health issues, gender diversity, and bullying
- It seems that more emphasis is coming to light from the Ministry of Education in teaching certain subjects under the Health Curriculum which are not appropriate for our children. Leave the transgenderism out of schools and sexuality subjects out as well. Our kids minds are to be nurtured, and not influenced at such a young age. Focusing on doing a great job at learning English, Maths, Science, and how to be a socially adept human is already a great achievement.
- The way the Ministry of Edu is forcing "gender diversity" is an issue and I have heard kids of age 10 claiming to be bisexual. They are too young to even understand this at that age and this is stemming from the bizarre curriculum. As for "healthy food", there are many ways of eating depending on what suits each individual. Low fat, low carb, keto, etc...they can contradict each other and there's no one way of healthy eating that suits all. I have a child who won't eat meat, fish and eggs. It's a mental block he has and his father has the same issue as him. When my son gets told to "eat anything" his eating habits get worse, and I have my way of dealing with this food topic and avoiding unnecessary pressure from people around us, so personally, I am not comfortable with this "healthy food" education because of our unique situation.