

# Longbeach School Health SLOs

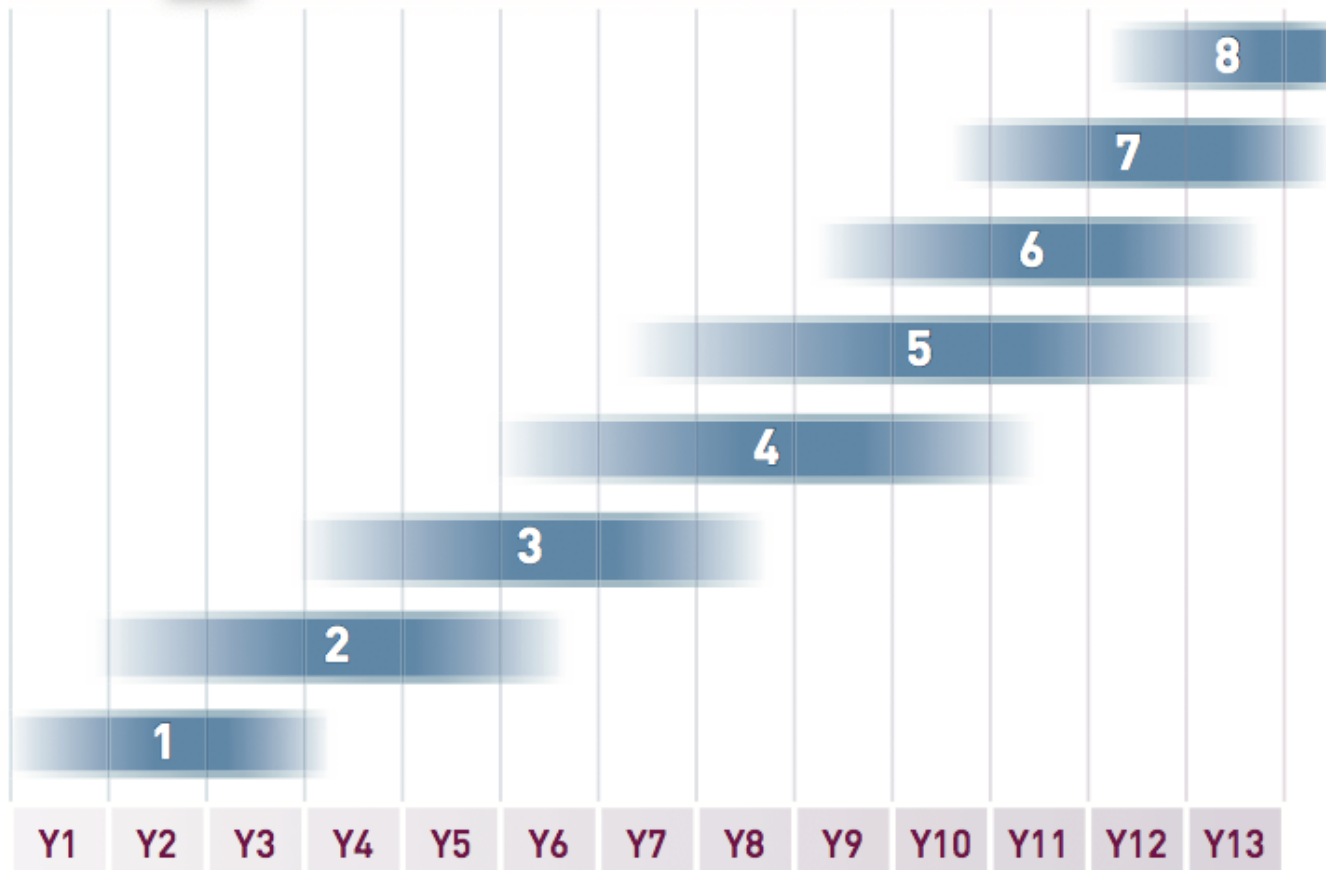
	Level 1	Level 2	Level 3	Level 4
<p><b>ALL ABOUT ME</b> Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental</p>	<p>I can describe feelings and ask questions about my health, growth &amp; development</p> <p>I can name my body parts</p> <p>I can describe simple healthy (nutrition, personal hygiene) practices and identify people who can help.</p> <p>I understand what appropriate touching is and how to show respect for my body and others.</p> <p>I can describe and use safe practices (including online) and identify people who can help to keep me safe.</p>	<p>I can describe my stages of growth and development</p> <p>I can describe the basics of human anatomy i.e heart, lungs, brain and reproductive process</p> <p>I can describe my personal qualities and how they can contribute to a sense of self-worth.</p> <p>I can describe healthy (nutrition, personal hygiene) practices and identify people who can help.</p> <p>I understand what consent means in a range of contexts including online</p> <p>I can identify risk and use a range of safe practices</p>	<p>I can identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes (nutrition and personal hygiene)</p> <p>I know about pubertal change that how pubertal change is different for different people</p> <p>I can describe how my own feelings, beliefs, and actions, and those of other people, contribute to my personal sense of self-worth.</p> <p>I understand that there are different types of relationships (friendships, relationships, team, online)</p> <p>I understand how relationships can influence well-being</p> <p>I can identify risks and their causes and describe safe practices to manage these.</p>	<p>I can describe ways in which nutrition, rest and relaxation can be used to enhance my well-being and performance</p> <p>I can describe the characteristics of pubertal change and discuss positive adjustment strategies.</p> <p>I know how access information to make safe choices in a range of contexts i.e cybersafety, drugs and alcohol</p> <p>I know about the development of gender identities and social norms</p> <p>I can describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</p> <p>I can access and use information to make and action safe choices and enhance my well-being</p>
<p><b>FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS</b> Understandings and skills to enhance relationships, for example, in relation to friendships, relationships, families,</p>	<p>I have explored being good friend, being inclusive, and accept and celebrate difference</p> <p>I can express my feelings and needs</p> <p>I can listen and be sensitive to others by showing aroha, care, respect, and manaakitanga</p>	<p>I can identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p>I can identify and demonstrate ways of maintaining and enhancing relationships</p>	<p>I can identify and compare ways of establishing relationships and managing changing relationships</p> <p>I can identify ways in which people discriminate and ways to act responsibly to support themselves and other people</p>	<p>I can identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses including online relationships.</p> <p>I know my rights and the responsibilities that comes with them</p> <p>I can recognise</p>

	<p>I know about belonging and about roles and responsibilities at school and within the whānau and wider community.</p> <p>I know who to trust and how to ask for help</p>	<p>between individuals and within groups.</p> <p>I can describe how individuals and groups share characteristics and are also unique</p>	<p>I understand consent, pressure, coercion, and rights</p> <p>I know the skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts</p>	<p>instances of discrimination and act responsibly to support my rights and feelings and those of other people.</p> <p>I can describe when I need to give consent and receive consent</p> <p>I can use assertive communication to interact with others when needed</p>
<p>ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety</p>	<p>I can identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices (Firewise, bike safety, bus safety etc)</p> <p>I have explored the relationship between gender, identity, and wellbeing.</p> <p>I have explored ways to stand up for myself and others (eg, if there is unfairness, teasing, bullying, or inappropriate touch)</p> <p>I know that I can take individual and collective action to contribute to environments that can be enjoyed by all.</p>	<p>I have explored how people's attitudes, values, and actions contribute to healthy physical and social environments.</p> <p>I can identify and use local community resources and explain how these contribute to a healthy community.</p> <p>I understand that personal identities differ (eg, in terms of gender, ethnicity, language, religion, and whakapapa).</p> <p>I can identify gender stereotypes</p> <p>I have explored the difference between gender and sex identities, and that there are diverse gender and sexual identities in society.</p> <p>I can contribute to and follow guidelines that support inclusive environments in the classroom and school.</p>	<p>I can describe the health care and physical activities opportunities that I can access in my community</p> <p>I understand how participating in physical activity and community events can enhance my well-being</p> <p>I can critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing</p> <p>I understand how communities develop and use inclusive practices to support a diverse community in terms of gender, language, religion ability and age</p>	<p>I understand how community contexts/events can have an effect on people's gender, language, religion ability and age</p> <p>I know some strategies and how to access help for myself and others, to support health and wellbeing</p> <p>I understand how strategies and support can enhance wellbeing, mitigate risk, and support gender and sexual identity.</p> <p>I can identify connections between people's wellbeing and media (social, film, TV) representations of relationships, gender, and bodies.</p> <p>I can describe inclusive practices to support a diverse community in terms of gender, language, religion ability and age for a range of</p>

## Years and Curriculum Levels

Close

NZ Curriculum Levels



Year Level at School

Here are links to the two documents from which our specific learning outcomes (SLOs) were created.

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

<https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE+Guide+y1-8.pdf>