



New Zealand Health Education Association

Newsletter
March 2025

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Tēnā koutou

... And 2025 is well underway ... And again the return to school messages are the familiar ones of understaffing, ongoing wrangles with NCEA, school lunches, and concerns over the refresh of the curriculum. So far, the feeling is one of déjà vu. However the education world doesn't stop turning. As our first newsletter for the year our priority is to focus on what we can control, provide an overview of our PLD support for the year, and update you on developments underway.

PLD programme for the year

This year is *not* a Tuia ki Tawhiti year (ie the combined HPE conference) so our focus is on regional workshops that respond to our Network of Expertise deliverables (i.e. literacy, numeracy and curriculum), regional clusters, as well as ongoing individual support. We are also looking at ways to respond to the needs of beginning teachers, overseas trained teachers, and teachers new to using the Health (Studies) Achievement Standards. An extended explanation of our 2025 plan is provided in this newsletter.

We are not running NCEA specific national workshops this year given the diverse needs we have encountered across the country. All NCEA PLD support will be through regional clusters, online hui, and individual support.

Curriculum refresh

The curriculum refresh process is now underway for all learning areas. The learning area contributors for the process are published on the [Tāhūrangi website](#) (scroll down to the contributor group lists). At the end of 2024, subject associations were approached and asked to recommend people for the contributors group. NZHEA is represented by Jenny Robertson (secondary-tertiary) and Vicki Nicolson (primary). We will keep you posted on developments as Health Education relevant information becomes available across the year.

In the meantime we would encourage teachers to download and view the [English](#) years 0-6 and [mathematics](#) years 0-8 curricula as the 'shape' of these foretell what is coming. Structurally the refreshed HPE curriculum is going to look very different.

Primary school PLD

With so much focus on literacy and maths in primary schools we appreciate that the opportunities for getting primary teachers out of school for whole day workshops is something of a luxury, and while waiting for the HPE curriculum refresh, this is somewhat problematic. However, we have been asked by PENZ again this year to support their Tai Tōrua programme. The proposed dates and centres for this are included later in this newsletter.

RSE report

The Education Review Office published the much-anticipated report on Relationships and Sexuality Education at the end of 2024. The findings are presented in various formats – see the item in the resource round up section.

You will see (if you go looking) that the Ministry of Education Relationships and Sexuality Education Guide, along with much of the RSE material that was previously online, has now been removed in response to the coalition agreement. Some brief interim RSE support material is expected soon. Please note that Sexual Wellbeing Aotearoa still have PLD and resources available for RSE – see the ‘other PLD’ section of this newsletter.

Membership renewals

Our super-efficient administrator Vanessa started sending out membership renewal invoices at the end of January. Thank you to those schools who have paid the modest sum of \$115 for their schools’ annual membership to NZHEA. The main thing this fee gives you is access to the practice exams and some occasional member only resources, although with our Networks of Expertise funding from the Ministry of Education we are still able to provide all PLD and most resources free of charge. However, as practice exams carry on regardless of other funding, it is one way we use to incentivise membership. If your school is not a member, please see membership details [here](#).

NZQA updates: Assessment specification and clarifications – NCEA and Scholarship

In the news and updates section we include information about the revised Scholarship specifications which are the consequence of changes to the previous *Child and Youth Wellbeing Strategy*. We also provide guidance around the nature and purpose of assessment specifications and clarifications to try and address some confusion that surfaced in our social media forum.

Importance of regional clusters

We continue to stress the value of establishing regional clusters and the formation of regional online resource sharing forums. NZHEA cannot be everywhere all at once and managing large amounts of content on sharing platforms is not a good use of our limited time. With the curriculum and NCEA changes that lie ahead, and the unknown opportunities for subject specific PLD funding beyond 2025, we see building local capacity as an essential step for sustainability. See the events section for ways NZHEA can support regional clusters.

In this newsletter

- Leigh Morgan the Kaikōtuitui Arataki Oranga provides us with an update of her work
- Our 2025 PLD plan for primary and secondary schools
- Other non-NZHEA PLD opportunities
- News and updates
- Resource round up
- A reiteration of some Level 1 Health Studies essentials

Ngā mihi

Leigh Morgan (chair), Jenny Robertson, Shelley Hunt, Annie Macfarlane & Vicki Nicolson (executive)

From the Kaikōtuitui Arataki Oranga - Leigh Morgan

Kia ora koutou katoa!

No doubt you are all back into the thick of teaching, learning and assessment, which has made your summer holiday feel like a distant memory!

Thank you for continuing to send in your queries and requests through email and Facebook. It allows us to pick up on common themes and trends and support teachers accordingly.

I have also been busy organising venues for the term 2 literacy and numeracy workshops. We look forward to seeing many of you at one of the 14 workshops between weeks one and seven in term 2. Please note, I will be unable to run any of the regional cluster hui through this period because of the workshop timing and travel requirements. I may also be a bit slower attending to individual teacher requests, but I will do my best!

One highlight in February was establishing a Hutt/Wellington cluster group and having our first hui with teachers from this region. Thank you to Sarah Adams for initiating the request and hosting the PLD at Sacred Heart College in Lower Hutt.

Success stories

In this newsletter I want to share two recent success stories in Health Education and acknowledge the mahi of two kaiako who are working in schools with a very high equity index (EQI). *Schools are assigned an EQI number from 344 to 569. A higher EQI number indicates that a school has students facing more socioeconomic barriers on average, and a lower EQI indicates that a school has students facing fewer socioeconomic barriers on average.*

Case study 1: A school in Northland

Nature of the support: The Kaikōtuitui Arataki Oranga mentored a female kaiako in the HPE department throughout 2023 and 2024 as she was new to teaching Year 11 (Level 1) Health Studies. She was the only senior Health Education teacher in the school and had no other support. The PLD took the form of two full day, face-to-face hui at the school, one or two times a year over this period.

Evidence of impact: The kaiako contacted me at the end of 2024 to say that for the first time in the school's history, Health Education had "consistent" external moderation results for their Level 1 Health Studies assessment. Additionally, 7 out of 11 ākonga Achieved the 1.3 Health Studies external exam. All these students were Māori and predominantly male with poor literacy. There were many barriers including poor attendance and students being placed in the Health Education class by default rather than Health being the students' choice. One student in the 1.3 external exam, who managed to answer all questions in the exam, had a teacher aide who used exam techniques that were shared through PLD and practiced in class.

Case study 2: A school in Auckland

Nature of the support: The Kaikōtuitui Arataki Oranga mentored a male kaiako in HPE department throughout 2024 as he was required to take BOTH Year 12 and year 13 Health Education (NCEA Levels 2 and 3) for the first time. The PLD took the form of email, zoom, and phone communications, and in person hui, across the year.

Evidence of impact: The students gained some fantastic results in the NZQA exams. Overall the results were higher than those for the previous three years.

- 2.4 Analyse an interpersonal issue(s) that places personal safety at risk - 57% of students in the class Achieved the exam.
- 3.5 Evaluate models for health promotion - 39% of students Achieved, 26% of students gained a Merit and 5% gained Excellence.

The kaiako had responded to the challenge of teaching both senior levels for the first time and at the same time, teaching ākonga with high literacy needs, and the school having traditionally low attendance for external assessments.

These are amazing accomplishments for the ākonga, kaiako and school!

Ngā mihi nui
Leigh Morgan

For all queries about NZHEA Networks of Expertise support email us at kaiarahi@healtheducation.org.nz

Events - Secondary Schools

The evidence we collected over 2024 continues to show that the PLD needs of the Health Education teaching community are diverse which discourages us from one-size-fits-all approaches. That said, we will still offer some national workshops (delivered regionally) in response to new developments and priority areas.

Note that we are NOT offering national NCEA workshops this year. NCEA level support will be:

- via clusters where we can respond to regional needs and help develop regional capacity so you can support each other
- one to one support for highly specific and individual needs.

We have 3 main PLD workstreams on offer this year, remembering that we have moved to a biennial combined HPE conference Tuia ki Tawhiti – the next of which is in Tāmaki Makaurau Auckland in 2026.

An overview of the NZHEA secondary PLD programme for 2025 is provided in the table below.

PLD	
One to one support	<p>Support by phone, email, Zoom, or in person where practical and for schools with significant PLD needs.</p> <p>Requests for support can be anything related to Health Education in the NZC e.g. beginning teacher support, new leaders, NCEA Level 1-3 programme design and assessment, Year 9&10 programme design and resources, etc.</p> <p><i>Most NZHEA support is from Kaikōtuitui Arataki Oranga Leigh Morgan although other NZHEA executive members are also available either for specific regional support, or context specific requests e.g. Scholarship, community consultation, (new) topic specific guidance, primary school specific support.</i></p>
Regional clusters One regional hui per term where possible hosted by a local school	<p>Regional clusters are arranged with a local host school / teacher(s).</p> <p>Existing clusters are: Northland, West Auckland, South Auckland, Napier, Hutt/Wellington, Nelson, Christchurch and Queenstown.</p> <p>If you are interested in forming a regional cluster, or want to know who to contact if there is already one in your region, please email kaiarahi@healtheducation.org.nz</p> <p>We will also run online hui as a type of online cluster in response to identified needs e.g. BTs and OTTs, teachers new to using Health (Studies) Achievement Standards. These will be notified via the NZHEA Facebook page.</p>
PLD workshops	<p>Term 2 Literacy and numeracy workshop - see list below</p> <p>Term 3-4 Curriculum refresh workshops (TBC pending availability of refreshed materials) – primary and secondary – same regions as above</p>
<p>Literacy and numeracy workshop</p> <p>The term 2 literacy in numeracy workshop will be in support of Ministry of Education priorities. The workshop will be based on a new NZHEA literacy resource currently in development and the Tūturu 'Discussing the data: Health Attitudes to Being Online and Alcohol Use' resource published last year. The workshop will cover:</p> <ul style="list-style-type: none"> • The literacy aspects of familiar Health Education activities, with opportunity for participants to develop a topic specific resource of their own which they will be asked to share. • An exploration of multiliteracies that have application for Health Education. 	

- An exploration of the Tūturu (2024) resource ‘*Discussing the data: Health Attitudes to Being Online and Alcohol Use*’ and where these activities (or activities like these) could be included and the possibilities for using CensusAtSchool data.

Workshops in order of date:

1. **Mystery Creek Events Centre, Hamilton: Tuesday 29th April.**
2. **North Harbour Stadium, Albany Auckland: Thursday 1st May.**
3. **Due Drop Events Centre, Manukau Auckland: Friday 2nd May.**
4. **Hundertwasser Arts Centre, Whangārei: Monday 5th May.**
5. **The Arts Village, Rotorua: Monday 12th May.**
6. **Mercury Baypark, Mount Maunganui: Tuesday 13th May.**
7. **East Pier Hotel, Napier: Tuesday 20th May.**
8. **Yarrow Stadium, New Plymouth: Thursday 22nd May.**
9. **Palmy Venues, Palmerston North: Tuesday 27th May.**
10. **Tākina Convention and Exhibition Centre, Wellington: Thursday 29th May.**
11. **Pūtangitangi Greenmeadows, Centre Nelson: Tuesday 3rd June.**
12. **Tūranga Library, Christchurch: Thursday 5th June.**
13. **Dunstan High School, Alexandra: Tuesday 10th June**
14. **Edgar Centre, Dunedin: Thursday 12th June.**

[Please register for these workshops through this link.](#)

Late term 2: In addition we are looking at a collaboration with a Media Studies teacher to run a one-off workshop on Media literacy in Health Education. This will be an Auckland only event – details to be confirmed.

Please note the following about NZHEA workshops.

- **Workshops are free to attend** – although your school will need to cover teacher release.
- Materials will include the use of freely available NZHEA produced or supported resources.
- Typically run from 9am-3pm.
- Provide a light morning tea only – it is requested that you make your own arrangements for lunch.
- Utilise a conveniently located local venue with Wifi, easy parking and nearby food outlets.

Although we can cover 14 regions, travel is inevitable for teachers in smaller regional centres. Your school will need to cover travel and accommodation.

Please note that for security and privacy reasons we do not offer online attendance at workshops, and we do not record workshops. We will however make workshop materials available as a type of PLD ‘module’ that can be used independently by individuals or departments.

Prior to the workshop teachers are encouraged to locate copies of the following texts. We note that there are a range of resources that your school may use to support students' literacy development. However, for manageability and continuity with Ministry resources we have kept the focus on these two publications for the NZHEA resource and workshop.

Effective Literacy Strategies in Years 9–13 – A Guide for Teachers (2004),
Ministry of Education

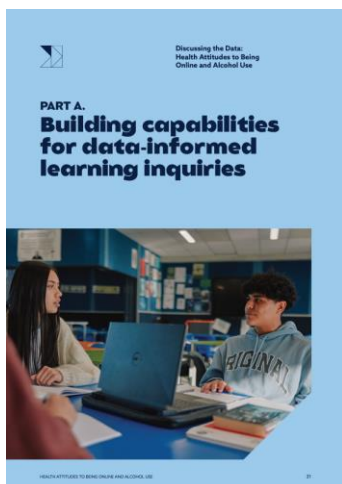
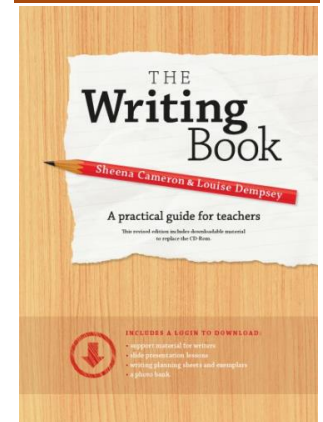
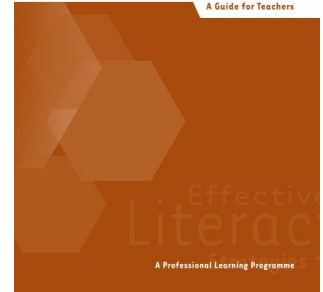
[Download a digital copy](#), or all schools should have multiple print copies of this resource.

As part of supporting literacy in secondary schools the Ministry of Education have also redeveloped many of the activities in this large resource as (mostly) one page instruction sheets. Note that these are generic and not subject specific. Our resource and workshop will provide subject specific application for several of these activities. See the list of activities [here](#).

The Writing Book: A Practical Guide for Teachers
Sheena Cameron & Louise Dempsey (2013)

Check in school for copies or there are multiple online sales options. It is worth purchasing a copy of this text for the HPE faculty/department.

Also download the files for the Tūturu **'Discussing the Data: Health Attitudes to Being Online and Alcohol Use'** material (the resource is in four parts – an introduction and then the three sections of activities). Also bookmark this page for the videos.



Events - Primary Schools

In 2024 we supported PENZ with their primary PLD programme and have been invited to do the same again in 2025. Most focus will be on Mental Health Education in conjunction with using children's stories as a source of ideas for learning activities.

Keep an eye out for PENZ communications detailing regional workshop programmes and venues.

Check out the PENZ primary teachers Facebook page for details.



Tai Torua

INCLUSIVE, CULTURALLY RESPONSIVE, AND INNOVATIVE PRACTICES

SERIES

25

Primary & Intermediate HPE Workshop

Nelson (26 Mar)	Auckland (TBC)	Dunedin (15 Oct)
Hawkes Bay (10 Apr)	Whanganui (23 Jun)	Tairāwhiti (22 Oct)
Christchurch (5 May)	Taranaki (10 Jul)	Manawatū (TBC)
Whakatāne (13 May)	Wellington (22 Jul)	
Wanaka (27 May)	Waikato (29 Jul)	

Other PLD events and offerings

1. Tūturu Otago Whole School Approach Hui

Date: March 18th 2025

Location: Ōtepoti Dunedin

Contact: Mark Pickering mpickering@mirrorservices.org.nz

Please contact Mark if you are in the Dunedin region and are interested in attending this Whole School Approach Hui.

2. Sexual Wellbeing Aotearoa



Online Relationships and Sexuality Education forums

Navigating the Journey forums for kaiako

Do you teach – or want to teach – Navigating the Journey to primary or secondary school students in Aotearoa? Do you have questions about the content or how to deliver it?

This year, our community health promoters are facilitating regular online forums to connect teachers across the motu. This is your chance have open discussions about a range of topics, including:

- Relationships and Sexuality Education and the New Zealand curriculum
- Navigating the Journey content, lesson plans, and activities
- Questions from students and your school community
- Hot topics and how to discuss them

[Register for free](#) (Primary forum)

[Register for free](#) (Secondary forum)

RSE Forum for school leaders

This online forum, held once a term, is for principals, senior and middle leadership, HPE curriculum leaders, and Board of Trustee members to connect and discuss Relationships and Sexuality Education.

Our community health promoters will facilitate conversations about:

- Relationships and Sexuality Education and the NZ curriculum
- How to respond to parent enquiries about Relationships and Sexuality Education
- The community consultation process

- How to implement your Relationships and Sexuality Education programme.

[Register for free](#)

Training opportunities

Navigating the Journey teacher training

If your school has purchased Navigating the Journey Years 1-10, and you want guidance or training on the best way to share it with students, we offer a 3-hour professional training workshop. This workshop can be facilitated in-person or online, just let us know what works best for you!

[Register for free](#)

Supporting Young People with Sexual Wellbeing

A full day of training for any professional working with young people!

This will help you build knowledge about topics relating to sexual wellbeing, such as contraception, STIs and pregnancy options. A wide range of professionals can benefit from this course, including youth workers, sports coaches, social workers, public health nurses, teachers, and educators.

[Register for free](#)

Navigating the Journey webinars

We have two free Navigating the Journey webinars available on our YouTube channel – one for parents and whānau, and one for teachers. These are to help explain our teaching resource, Navigating the Journey, and help you understand more about Relationships and Sexuality Education within the New Zealand curriculum.

- [Watch](#) Navigating the Journey: Relationships and Sexuality Programme Years 1-10: for Parents and Whānau
- [Watch](#) Navigating the Journey: for Teachers

Online learning modules

Our online learning modules are free to access for teachers and other professionals who support rangatahi in Aotearoa. Our first course is an introduction to sexual health and wellbeing and the different stages of sexuality across age groups. Learn more and register for free [here](#)

Other resources

Remember, you can buy or download a range of educational resources from Sexual Wellbeing Aotearoa to support you in your mahi or when talking with rangatahi about sexual wellbeing. Visit our [web shop](#)

3. Education Hub *Science of Learning* webinar (Feb 2025)

Presented by Dr Nina Hood and Dr Stephanie MacMahon. Use your school or department subscription to access this [webinar](#) and many others.

The Ministry of Education also includes [Science of Learning](#) presentation from Dr Nina Hood on the Tāhūrangi website

Addressing confusion over assessment specifications and clarifications

There have been some queries posted on the NZHEA Facebook page about **Assessment Specifications** and **Clarifications** for Level 1 and Level 3 after RAMP (Review and Maintenance Project) changes. **Assessment clarifications** are a way by which NZQA provides further information to schools around common issues observed through the moderation process. The purpose of the NZQA clarification documents is to 'clarify' (explain) common issues that have surfaced with moderation during a particular year.

- Clarifications are written at the end of the moderation process for that year (i.e. when moderation for almost every school has been completed).
- Clarifications are not written for every standard, only those where a common issue has emerged.
- Issues seen through moderation - that the clarifications documents aim to address - are not about how to interpret the standard. Instead they are for clarifying things like the recurring use of an unsuitable context or the need to explain in more detail the meaning of a subject specific term.

It is important to understand that the Clarifications for a standard *are not 'the' standard*. The Clarifications need to be read alongside the standard and all other NZQA documents such as Moderation reports and the National Moderators Report.

Some Level 1 and Level 3 Health standards were changed as a result of the RAMP process. These changes were notified at the end of 2024. Where there is a new version of a standard new clarifications will be written in due course. **However** this won't happen until sufficient samples of student evidence (assessed using the new version of the standard) have been moderated and any common issues identified (see above).

The **Assessment Specifications** for the Achievement Standards were 'fixed' late 2024 -coinciding with the release of changes to some of the standards. The Assessment Specifications for the Achievement standards have not changed since their release late 2024. See the [October 2024 NZHEA newsletter](#) for a summary of these changes to the standards and 'what's new' for the 2025 Assessment specifications – see the resources roundup section for additional resources explaining these changes.

Scholarship

There was late notification of changes to the [Scholarship Assessment Specifications](#) in response to changes to the Child and Youth Development Strategy released in 2019.

Candidates produce a report that critically evaluates a significant well-being challenge or issue facing young people in New Zealand today. To critically evaluate means to:

- identify the nature of the health or physical activity challenge or issue (supported by relevant data)
- provide two or more perspectives on the challenge (bodies of thought, as supported by evidence)
- propose future solutions and / or health promotion actions to address the challenge and enhance young people's well-being.

The report should integrate the following:

- hauora, attitudes and values, the socio-ecological perspective, and health promotion concepts
- bio-physical principles and / or sociocultural factors as relevant
- primary data / own evidence, reflections and / or personal learning experiences
- evidence from at least one of the following documents:
 1. Overview of Youth Health NZ 2024
 2. The Child and Youth Strategy 2024-27 NZ
 3. Active NZ: Participation Trends 2017-2023
 4. Sport NZ Strategic Plan 2024-2028

The two documents with most relevance for Health Education are:

- [Overview of Youth Health](#) (this is a briefing paper to the Hon Matt Doocey, Associate Minister of Health, March 2024)
- [The Child and Youth Strategy 2024-27](#) *Note that this is a completely different document to the previous Child and Youth Wellbeing Strategy.*







Early in term 2 we will make available the annually updated NZHEA Scholarship resource.

Resource round up

1. NZHEA NCEA materials - updated resources and additional material to explain the Level 1 and 3 changes

Needless to say, with changes to the curriculum pending, there's a lull in the development of NZC specific Health Education teaching resources – apart from NCEA-related updates.

Locate all of these materials in the 2025 NZHEA NCEA folder [here](#).

 Level 1 changes (1.1) 2025
 Level 1 materials (includes updated 2024 materials)
 Level 2 materials
 Level 3 changes for 2025
 Level 3 materials
 November 2024 PLD PPT

Updated NZHEA materials

- **Level 1 Health Studies Student Learning Journal and Workbook** – minimal changes, mainly to attend to small changes to the standard wording and the shift from a report to an exam for 1.4. **Note that NZQA have provided a [sample exam](#) for Health Studies 1.4.**

Changes to Health Studies

[Sample resources for 92011 for external assessment in 2025](#) 

- **Level 1 Health Studies teacher guide** – the main changes are updates as for the Student Learning Journal and Workbook and also to add in some of the commentary from our 2024 newsletters as it became clearer from the moderation process where we needed to give more direction and support.

New NZHEA material

- See the **November 2024 PPT** that summarises changes for 2025, provides guidance around changes to the Assessment specifications for 3.2 (International health issue), and some clarification for 3.3 (Health practices).

Note you can still access older NCEA materials *but be aware that this material has not been updated to meet 2025 requirements:*

- 2024 Level 1 Health Studies folder [here](#)
- Level 2 and 3 folder [here](#)

2. [Let's talk about it: Review of relationships and sexuality education](#)

Education Review Office (ERO), December 2024

We would recommend a browse of the ERO *Let's talk about it: Review of relationships and sexuality education* report.

There are four publications – see particularly **Chapter 7: Findings and areas for action** in the full research report.



Research Report | 75 min read

Let's talk about it: Review of relationships and sexuality education

Let's talk about it:
Review of relationships
and sexuality education

SUMMARY

Summary | 10 min read

Let's talk about it: Review of relationships and sexuality education - Summary

Relationships and Sexuality

10 December 2024

Insights for school boards:
Review of relationships and
sexuality education

Relationships and sexuality education (RSE) is required to be taught in all state and state-integrated schools. RSE is important to children's and young people's physical and mental health, and their safety. However, there are differing views on what, when, and how much should be taught in schools. The Education Review Office (ERO) reviewed RSE to understand how well it meets the needs of students, expectations of parents and whānau, and capabilities of schools. This guide sets out our key findings.

What is RSE?

RSE covers a wide range of topics beyond just sex ed. RSE teaching includes personal safety, managing feelings, mental health, sexual health, sexual violence, wellbeing, and relationships with other people. RSE falls under the Health and Physical Education learning area of the New Zealand Curriculum. RSE is taught right through to Year 13, and is compulsory from Years 5-13.

Sector Insights | 10 min read

Insights for school boards: Review of relationships and sexuality education

Relationships and Sexuality

05 December 2024

Insights for school leaders:
Review of relationships and
sexuality education

Relationships and sexuality education (RSE) is required to be taught in all state and state-integrated schools. RSE is important to children's and young people's physical and mental health, and their safety. However, there are differing views on what, when, and how much should be taught in schools. The Education Review Office (ERO) reviewed RSE to understand how well it meets the needs of students, expectations of parents and whānau, and capabilities of schools. This guide sets out our key findings and recommendations.

ERO looked at how well RSE is taught

ERO found that relationships and sexuality education (RSE) is critical to the learning, development, and wellbeing of Aotearoa New Zealand's young people. We continue to have a range of wellbeing health and safety issues that directly relate to relationships and sexuality.

Sector Insights | 10 min read

Insights for school leaders: Review of relationships and sexuality education

Relationships and Sexuality

05 November 2024

Let's talk about it:
Review of relationships and sexuality education
Technical report

Technical Report | 75 min read

Technical report: Review of relationships and sexuality education

Relationships and Sexuality

05 November 2024

More on NCEA Level 1 Health Studies

The Level 1 NCEA Health Studies internally assessed Achievement Standards are still causing us a major headache. As soon as we think we've plugged one gap in our collective (mis)understanding, another pops up.

For teachers new to using the Level 1 Health Standards and for those who have had NZQA feedback indicating a need to adapt their materials we offer the following *brief* summary.

1.1 AS92008 Demonstrate understanding of hauora in a health-related context through the application of a model of health

The context for the assessment is key

The focus for the 'activity' (experience, action) MUST be clearly something based on what would be taught from the Mental Health, Relationships and Sexuality, or the Food and Nutrition Key Area of Learning – as required by Explanatory Note 2. This appears to be the main reason why NZQA moderation is producing feedback that says modifications are needed or the materials are not at the expected standard.

- Physical Activity, cultural activities, and creative activities of themselves *are not derived from EN2* although with some CAREFUL crafting may be seen as ways to support identity or ways to manage stress etc (i.e. Mental Health). However, this can get quite tricky if students take their eyes off the Mental Health purpose of the learning and default to talking only about the impacts of the physical, cultural or creative activity – it's a significant literacy exercise to do this well.
- Food and Nutrition contexts inevitably need to include aspects of Mental Health to cover all dimensions and there is an expectation that, because it is a Food and Nutrition focus, that the physical dimension will consider nutritional aspects of health and wellbeing.
- A health model can be applied to any life circumstance or event. This does not make it Health Education (Studies). There needs to be clear evidence of Health learning sitting back behind the activity/experience/action. It is NOT simply a matter of going out and doing something fun and feel good or cashing in on an event that incidentally may have some wellbeing benefits and applying a model to that. The context needs to be purposeful and clearly linked to learning derived from MHEd, RSE or F&N.

Contexts focused on 'other people'

Note the standard requires a focus on self **or** others – not both.

*EN5 An activity refers to an action or experience that can result in a change to the hauora of an individual, community, **or** society. A model of health can be applied to reflect on the changes for those involved. Ākonga may refer to an activity that they have participated in, **or** they may refer to an activity that others have experienced. **Note that some of the sample assessments do not adhere to this 'or' requirement specified in the standard.***

Reflecting on the wellbeing of a group doesn't work when it comes to describing the interconnections between the aspects of a model as these connections are only meaningful in relation to an individual person. If focusing on the wellbeing of another person students will need to be able to gather evidence from them to be able to respond to each dimension. This approach may be easier using a video as a source rather than the real experiences of other known people.

As an afterthought

It was unfortunate that the piloting process, and much of the sample assessment material provided with the final version of the standards, presented hauora, health and wellbeing as an 'event' and there had to be some special occasion to experience wellbeing. This appears to have been the consequence of the misinterpretation of what was meant by an 'activity'.

Wellbeing exists all day and every day. Consider thinking about practices or ‘activities’ or actions that young people experience every day that impact their wellbeing.

For example, use an approach that is basically a goal setting process to change an aspect of their health and wellbeing behaviours based around their learning (like getting more sleep, less screentime, using a learned interpersonal skill when communicating with others, drink water and not sugary drinks, etc), track the effects of this on their own wellbeing over 2-3 weeks and reflect on how this experience impacts all dimensions of hauora in relation to a model. For assessment purposes, push the goal setting process aside and just focus on the health and wellbeing actions.

1.2 AS92009 Demonstrate understanding of decision-making in a health-related situation

The persistent issue with the assessment of this standard is that students are doing little more than reproducing the contents of a basic decision-making template with its three options ... etc. This is NOT a requirement of the standard.

Students have been learning to use a decision-making template since primary school, so they are not going to ‘unlearn’ the process come the 1.2 assessment. However, they need guidance to understand that at NCEA Level 1 they are **doing more** and **different** to simply reproducing the contents of a filled in template.

We have consistently said we think that filling in a template as a PREPARATION exercise is a good idea to unpack the scenario and map out some possibilities BUT the contents of the template are NOT the answer to the assessment. NOT all information needs to be used, and additional material is required.

For starters, only ONE option – the decision to be made – is required. If students don’t spend most of their time talking about factors related to the decision made, they are not setting themselves up for the step up to Merit and Excellence. Discourage the reproduction of three separate options and three separate lots of factors. Focus on the option/decision made and the factors that led to that – which may include ideas from options not selected as justification for ones that were.

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of decision-making in a health-related situation	Explain decision-making in a health-related situation	Evaluate decision-making in a health-related situation
<p><i>EN1. Demonstrate understanding of decision-making in a health-related situation involves:</i></p> <ul style="list-style-type: none"> describing factors relevant to decision-making and possible consequences of a health-related situation describing a proposed decision in response to the health-related situation, in relation to hauora, with reference to the factors and anticipated consequences of <u>the</u> decision. 	<p><i>EN1. Explain decision-making in a health-related situation involves:</i></p> <ul style="list-style-type: none"> discussing why the factors and anticipated consequences are significant to <u>the</u> proposed decision explaining how the factors and anticipated consequences interrelate to influence the proposed decision, in relation to hauora. 	<p><i>EN1. Evaluate decision-making in a health-related situation involves:</i></p> <ul style="list-style-type: none"> drawing conclusions about the significance of the decision-making in response to the health-related situation, in relation to hauora.

Check out the revised AME exemplars for 1.2 on the [NZQA website](#).

Writing internal assessment tasks

For any 1.1 or 1.2 internal assessment task:

- Ensure the Mental Health, Relationships and Sexuality Education, and/or Food and Nutrition context is clear.
- Ensure the wording of the assessment task is closely aligned with the wording of the AME requirements described in Explanatory Note 1 and that there is a clear and specific instruction covering each EN1 bullet point.
- Keep the AME requirements in order as one builds on the next.
- Avoid breaking these EN bullets into separate pieces (i.e. scaffolding) as that destroys the intent to the standard – each bullet is a single idea and needs to be kept intact. If your students need support to understand the requirements of the standard do this BEFORE the assessment and NOT through the assessment. The excellence instruction may be the one that warrants a *little more* added detail to help focus the response – see Ministry published assessment tasks.