



ANTI-BULLYING BASICS—New Zealand Curriculum Correlations—HEALTH

YEAR/ LEVEL	Health Sub Strand	CURRICULUM ACHIEVEMENT OBJECTIVES	CORRELATIONS TO “ANTI-BULLYING BASICS”
<p>Years 5-8</p> <p>Level 3</p>	<p>A. Personal Health and Physical Development</p>	<p><i>Students will:</i></p> <p>A1 Personal growth and development</p> <ul style="list-style-type: none"> Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. <p>A3 Safety management</p> <ul style="list-style-type: none"> Identify risks and their causes and describe safe practices to manage these. <p>A4 Personal identity</p> <ul style="list-style-type: none"> Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth. 	<ul style="list-style-type: none"> ♦ Bullied by Boys ♦ Bullied by Friends ♦ Bullied by Girls ♦ Bullied by Groups ♦ Bullied in Cyberspace ♦ Bullied to Belong
	<p>C. Relationships with Other People</p>	<p><i>Students will:</i></p> <p>C1 Relationships</p> <ul style="list-style-type: none"> Identify and compare ways of establishing relationships and managing changing relationships. <p>C2 Identity, sensitivity, and respect</p> <ul style="list-style-type: none"> Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. <p>C3 Interpersonal skills</p> <ul style="list-style-type: none"> Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. 	
	<p>D. Healthy Communities and Environments</p>	<p><i>Students will:</i></p> <p>D4 People and the environment</p> <ul style="list-style-type: none"> Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment. 	



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<p>Years 8-9</p> <p>Level 4</p>	<p>A. Personal Health and Physical Development</p>	<p><i>Students will:</i></p> <p>A1 Personal growth and development</p> <ul style="list-style-type: none"> • Describe the characteristics of pubertal change and discuss positive adjustment strategies. <p>A3 Safety management</p> <ul style="list-style-type: none"> • Access and use information to make and action safe choices in a range of contexts. <p>A4 Personal identity</p> <ul style="list-style-type: none"> • Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. 	<ul style="list-style-type: none"> ♦ Bullied by Boys ♦ Bullied by Friends ♦ Bullied by Girls ♦ Bullied by Groups ♦ Bullied in Cyberspace ♦ Bullied to Belong
	<p>C. Relationships with Other People</p>	<p><i>Students will:</i></p> <p>C1 Relationships</p> <ul style="list-style-type: none"> • Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. <p>C2 Identity, sensitivity, and respect</p> <ul style="list-style-type: none"> • Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. <p>C3 Interpersonal skills</p> <ul style="list-style-type: none"> • Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people. 	
	<p>D. Healthy Communities and Environments</p>	<p><i>Students will:</i></p> <p>D1 Societal attitudes and values</p> <ul style="list-style-type: none"> • Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand. <p>D3 Rights, responsibilities, and laws;</p> <p>D4 People and the environment</p> <ul style="list-style-type: none"> • Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community. 	



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<p>Year 10 Level 5</p>	<p>A. Personal Health and Physical Development</p>	<p><i>Students will:</i> A1 Personal growth and development • Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies. A3 Safety management • Investigate and practise safety procedures and strategies to manage risk situations. A4 Personal identity • Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</p>	<ul style="list-style-type: none"> ◆ Bullied by Boys ◆ Bullied by Friends ◆ Bullied by Girls ◆ Bullied by Groups ◆ Bullied in Cyberspace ◆ Bullied to Belong
	<p>C. Relationships with Other People</p>	<p><i>Students will:</i> C1 Relationships • Identify issues associated with relationships and describe options to achieve positive outcomes. C2 Identity, sensitivity, and respect • Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people. C3 Interpersonal skills • Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.</p>	
	<p>D. Healthy Communities and Environments</p>	<p><i>Students will:</i> D1 Societal attitudes and values • Investigate societal influences on the well-being of student communities. D4 People and the environment Investigate and evaluate aspects of the school environment that affect people’s well-being and take action to enhance these aspects.</p>	



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<p>Year 11</p> <p>Level 6</p>	<p>A. Personal Health and Physical Development</p>	<p><i>Students will:</i></p> <p>A1 Personal growth and development</p> <ul style="list-style-type: none"> Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences. <p>A3 Safety management</p> <ul style="list-style-type: none"> Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments. <p>A4 Personal identity</p> <ul style="list-style-type: none"> Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. 	<ul style="list-style-type: none"> ♦ Bullied by Boys ♦ Bullied by Friends ♦ Bullied by Girls ♦ Bullied by Groups ♦ Bullied in Cyberspace ♦ Bullied to Belong
	<p>C. Relationships with Other People</p>	<p><i>Students will:</i></p> <p>C1 Relationships</p> <ul style="list-style-type: none"> Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth. <p>C2 Identity, sensitivity, and respect</p> <ul style="list-style-type: none"> Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations. <p>C3 Interpersonal skills</p> <ul style="list-style-type: none"> Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.. 	
	<p>D. Healthy Communities and Environments</p>	<p><i>Students will:</i></p> <p>D3 Rights, responsibilities, and laws</p> <ul style="list-style-type: none"> Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community. <p>D4 People and the environment</p> <ul style="list-style-type: none"> Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care. 	