

# RE NEWSLETTER TERM 4, 2021

'Our Mission School, provides a genuine and ongoing encounter with Christ;  
strives for excellence in education and hauora for all.'

'He kura manaakitanga, he kura whakapono ki Hehu Karaiti, kahikitia te  
mātauranga, me te hauora o te tangata.'



Dear Parents and Whānau,

Welcome back everyone! I hope that you enjoyed a wonderful holiday break, filled with lots of family fun. In today's RE Newsletter, I will outline areas of Religious Education and Catholic Character we will be focussing on this term.

## RE Curriculum

This term each class will be exploring the '*Communion of Saints*' strand of the RE Curriculum, before moving into Advent and Christmas in the final weeks.

### COMMUNION OF SAINTS...

As Christians, we believe that we are on a life journey to God. The 'Communion of Saints' is our bonded friendship, as we are all in God's family. We are in communion with one another, whether we are living or dead. We believe that saints make choices every day to be like Christ, to follow Jesus' example in our words, actions and reactions. We believe that the saints in heaven can give us examples of how we too can be more like Christ. We have canonized Saints (eg St Mary, St Joseph, St Patrick...) and our community of saints - here on Earth, those in purgatory (in a state of healing as they prepare for heaven), and those who are in the fullness of God's love in heaven. As a community of saints, we shine God' light of love!

### You could talk to your child about...

- \* what Christians believe about death;
  - in death, life is changed not ended, our journey continues
  - the body of a person dies but the soul lives on forever with God in heaven or is separated from God,
  - the soul may go through a time of spiritual healing (Purgatory) before being united with God forever
- \* what happens at funerals, so children are familiar with the vocabulary
- \* how different cultures have differing burial rituals
- \* how we should support and care for people who experience death in the family



### You can help your child with their RE learning by...

- \* reading stories of saints during family story time; <https://www.catholic.org/saints>
- \* talking about family members who have died and sharing examples of the good things they did
- \* deciding on a few simple things you can do which can help you to become saintly...
  - ring up someone who is lonely and invite them to do something with you,
  - try something new and/or challenging
  - say something encouraging to each other everyday
  - visit a gravesite of a loved one, pray for them and leave a symbol of love
  - buy a book about Saints for your family

On November 1<sup>st</sup> we celebrate 'All Saints Day' (on earth & in heaven)  
On November 2<sup>nd</sup> we celebrate 'All Souls Day' (those preparing for heaven)

## ADVENT...

Advent comes from the Latin adventus meaning "coming". This is a four-week season immediately before Christmas. It is a period of joyful preparation for the coming of Christ at Christmas. When we are in our time of preparation, we change our liturgical colour to purple. You will notice that the colour of our prayer table cloths will change from green to purple during this time.



**During our time of Advent (beginning Sunday 28<sup>th</sup> November) you may like to:**

- \* purchase or make an Advent Calendar
- \* make a family Advent Wreath as the focus for family prayer
- \* have a family Christmas baking night and make food to include in small parcels for elderly or sick friends
- \* decorate the Christmas tree, singing Christmas carols
- \* tell/read the story "Twas the Night Before Christmas" and the Christmas story
- \* hang Christmas stockings,
- \* make up a ritual for Christmas morning which includes adding Jesus to the family crib.

## Children's Sunday Masses

We have two Sunday Masses planned for this term. This is of course dependent upon our Covid alert levels at the time. We will keep you updated...

All children are asked to sit with either our school family (in the choir area) or with your own family. Our first Mass is **Sunday 7<sup>th</sup> November** and the second on **Sunday 5<sup>th</sup> December**.



## Catholic Schools' Day – Mellowpuff Trust

**THANK YOU! THANK YOU! THANK YOU!** During our final week of term three, we enjoyed a wonderful Catholic Schools' Day celebration and through your incredible generosity we raised \$780 for our local Mellowpuff Trust. This is an incredible effort, showing great community outreach and support. Thank you everyone!

## Health Curriculum Statement

We have recently reviewed our Health Curriculum Statement, ensuring this aligns to the requirement of both our Ministry of Education, NZ Catholic Education Office and the NZ Catholic Bishops Conference. This document is attached to this newsletter. We welcome any feedback you may have. Please email feedback to Mike Dowd [principal@stjosephsnp.school.nz](mailto:principal@stjosephsnp.school.nz) before 27<sup>th</sup> October.



# OCTOBER THE MONTH OF THE ROSARY



During October we celebrate the month of the Rosary. Your child will be involved in daily prayers. The following information may help you to support their understanding. Thank you to Jane Dravitzki from the Palmerston North Catholic Education Office for providing this:

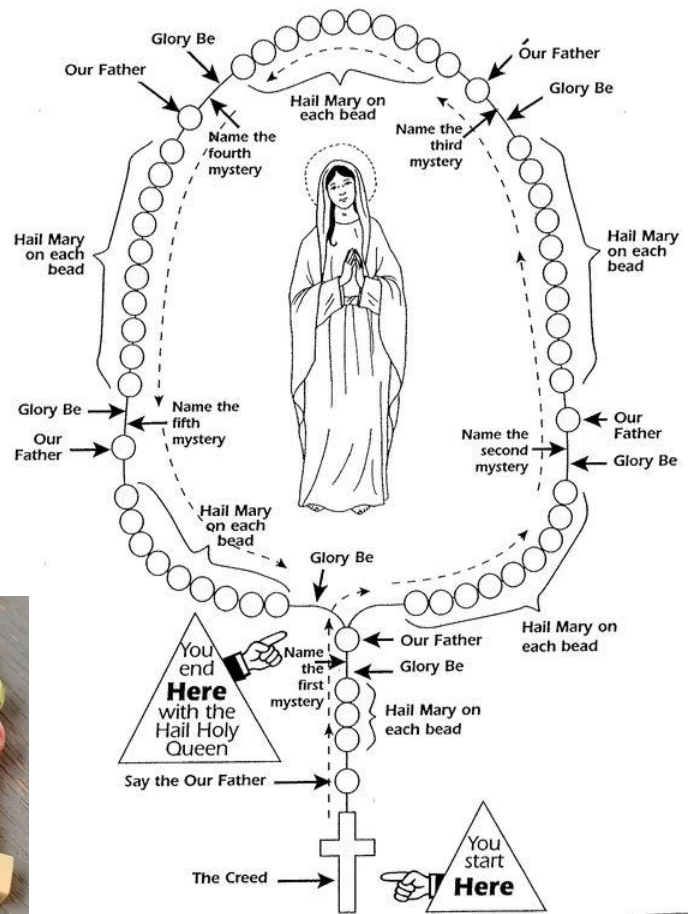
TRADITIONAL PRAYERS	THE ROSARY	MARY
<p>Traditional prayers are taonga/treasures handed down to us. Often people learn traditional prayers by heart so they can say them anytime. Sometimes when we want to reach out to God and do not have the words to pray, people can find comfort and solace in saying these special prayers. Reciting these prayers with others can also be a wonderful unifying way to pray!</p> <p>The people of God have many prayers which have been passed down to them. The disciples asked Jesus how to pray and he taught them the Our Father. So that special prayer is actually over 2000 years old! Prayers like this are part of the Catholic tradition. They are precious and holy because they have been a way our ancestors/tūpuna talked with God.</p> <p>When we learn and pray these prayers/karakia ourselves we are taking good care of the treasures that have been given to us. They help us grow close to God/te Atua.</p> <p>When we say these prayers (aloud or in our head) we can use aspects of meditation, contemplative and/or imaginative prayer.</p>	<p>One Devotional Prayer/karakia of the Catholic Church is the Rosary. People have prayed the Rosary for hundreds of years (since about the 13th century). St Dominic was a great teacher and preacher and taught the people of his time how to pray the Rosary.</p> <p>When we pray the Rosary we often use a circle of beads. We say a prayer as we touch each bead. It is a very reflective and gentle way of praying. The beads are used to help people count the Our Fathers and Hail Marys that they pray when they say the Rosary.</p> <p>For each 10 Hail Marys that are prayed there is a mystery/story from the scripture to pray or reflect on. The rosary was a way of teaching people the Scriptures and stories of their faith. So, the mysteries help us to think about significant times in the life of Jesus. Like the different seasons of life, the joyful, sorrowful, glorious and luminous mysteries remind us that Jesus walks with us through it all - as he too experienced all of these in his life.</p> <p>The complete rosary consists of twenty decades. There are four sets of mysteries and five stories in each set. The rosary beads are used to keep count of the prayers and mysteries.</p> <p>It would take a long time to say the whole Rosary so people often do the Rosary in parts!</p>	<p>Mary is very special in the Catholic church because of her closeness to Jesus.</p> <p>The Hail Mary is based on the angel's message to Mary in St Luke's Gospel. The Hail Mary is not a prayer of worship, but it is a recitation of Scripture and then an asking of her to pray for us to God; much like asking our other Christian brothers and sisters to pray for us.</p> <p>When we pray the Hail Mary in the Rosary its repetition gives us what Pope Paul VI called a... "Quiet rhythm and lingering pace" for reflecting on each mystery, keeping company with her who was closest to Jesus throughout it all. So, we are not praying to Mary but asking her to pray with us!</p> <p>The Catechism of the Catholic Church says that: Meditation engages thought, imagination, emotion, and desire. – So, if your mind drifts from the words of the prayers be assured that that is ok!</p> <p>Mary was present at the beginning of Jesus' human life, and at the end. She was there at the beginning of the Church's life, and continues to give the church protection. Did you know that New Zealand's patron saint is Mary! Find out more about the recent rededication to Mary here: <a href="https://www.tearaamaria.nz/">https://www.tearaamaria.nz/</a></p>

## To support this learning, you could...

- Include some traditional prayers in your family prayer time (eg The Creed, Our Father, Glory Be, Hail Mary, Hail Holy Queen)
- Pray a decade of the Rosary as a family
- Watch appropriate YouTube clips about the [Rosary](#)
- Try some fun Rosary activities:
  - Make rosary bracelets/keychains
  - Make 'one decade' rosary beads
  - [Making a giant Rosary with Pool noodles](#)
  - [How to make a Rosary with knots](#)



## How to Say the Rosary



We are hoping to hold our annual **Grandparents Day** during the term. Many of our traditional events and activities that we hold during term four are dependent on our Covid alert levels, so we will keep you updated via the school newsletter and/or School App during the term. Please ensure that you have the School App on your device, so you do not miss out on any of the fun!

Wishing you all a wonderful start to term four!

God bless,

**Wendie Hildred**

DRS & LAWN CLASS TEACHER - [wendie@stjosephsnp.school.nz](mailto:wendie@stjosephsnp.school.nz)



# Health & Physical Education Curriculum Statement

## St Joseph's School New Plymouth

***The St Joseph's School Health and PE Curriculum is underpinned by the teachings and the foundation principles of the Catholic Church, so that ākonga (learners) will understand:***

- We are made in the image and likeness of God, so we are good (*Gen1:31*) -  
I hangia tātou kia ōrite to tātou āhua ki to te Atua, ā, he pai tātou.
- Human dignity - Mana tangata.
- All life is sacred - He tapu ngā mea ora katoa.
- Life is a gift from God - He tākohā te ora nā te Atua.
- Our baptismal call is to love and be in relationship with God, self, others and creation - Ko te karanga iriiringa he karanga kia aroha atu, ki ā koe, ki tētehi atu, ā, ki te tūhono atu ki te Atua hoki.
- Live life to the full - Kia ora, kia nui tonu rā.
- Life is a journey, Te Wa, in which people are challenged to grow to be their best selves and become more Christ-like
- We see, judge, and act toward others by being the eyes, heart and hands of Christ.
- “This is what Yahweh asks of you: only this, to act justly, to love tenderly and to walk humbly with your God” (*Micah 6:8*)  
Kia mau ki te tika, Kia aro ki te hā o te tāngata. Kia hikoi whakaiti ki te taha o tou Atua (*Mika 6:8*)

At St Joseph's we foster a community of support with whānau and the Catholic Church for young people to grow and develop socially, morally, spiritually, emotionally, physically, intellectually and in human sexuality from a Catholic perspective.

Our Health Education Curriculum promotes our Gospel Values, the 8 C's and the New Zealand Curriculum.

Through learning and by accepting challenges in health-related and movement contexts, learners reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them; including our community, our environment (including natural environments), and the wider society (physical and virtual).

By participating in the Health Education Curriculum, learners will be given the tools and knowledge to enhance their own hauora / well-being within a Catholic setting.

## Curriculum Overview

**Four underlying and interdependent concepts are at the heart of this learning area:**

NB. Relationship and Sexuality Education (RSE)

### RSE and the underlying concepts of health and physical education

The underlying concepts of health and physical education are hauora, health promotion, the socio-ecological perspective, and attitudes and values that promote hauora.

#### HAUORA

The holistic approach to RSE is based on the concept of hauora. This approach recognises that all relationships have social, mental and emotional, and spiritual dimensions as well as physical dimensions. These aspects are interrelated.

#### SOCIO-ECOLOGICAL PERSPECTIVE

Through the socio-ecological perspective, ākonga examine the social and cultural contexts that affect how people learn about, understand, and express their relationships, gender, and sexuality. This perspective enables ākonga to look critically at culturally-based values and beliefs and how they affect individuals and society.

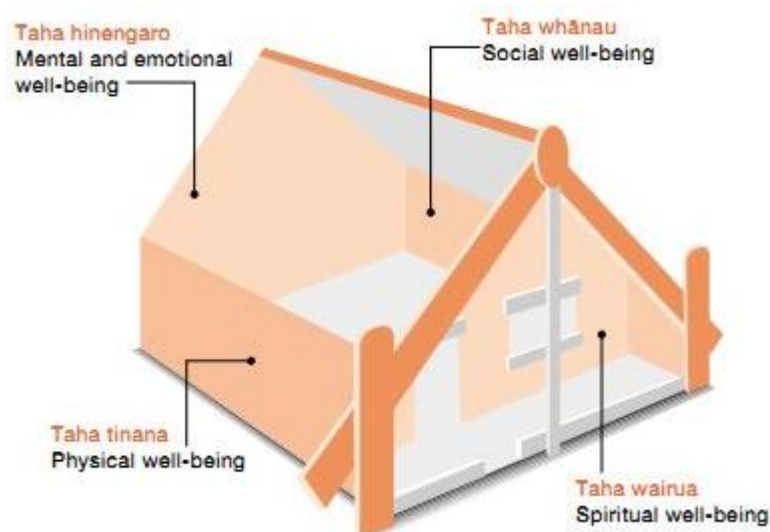
#### HEALTH PROMOTION

Ākonga can take health promotion action within schools and communities to advocate for access to services, to raise awareness of sexuality and gender issues, to work against discrimination, and to show support for diversity. Ākonga can be involved in communicating between schools and communities in relation to gender and sexuality issues and programmes.

#### ATTITUDES AND VALUES

RSE programmes are underpinned by the values of social justice and equity. Ākonga can explore diverse values and learn about respect and about care and concern for themselves and other people. They can examine how values are expressed in relationships and in different groups and contexts. They can develop understandings around ethics, rights, and responsibilities.

In learning about hauora, ākonga will consider how the four dimensions of taha tinana, taha whānau, taha hinengaro, and taha wairua relate to and affect people's wellbeing in terms of relationships, gender, and sexuality.



**Four concepts support the framework for learning in the Health Curriculum:**

**Strand A: Personal Health and Physical Development**

Learners develop the knowledge, understandings, skills, and attitudes that they need to maintain and enhance their personal well-being and physical development.

**Strand B: Movement Concepts and Motor Skills**

Learners develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity.

**Strand C: Relationships with Other People**

Learners develop understandings, skills, and attitudes that enhance their interactions and relationships with others.

**Strand D: Healthy Communities and Environments**

Learners contribute to healthy communities and environments by taking responsible and critical action.

**The seven key learning areas are taught within two main contexts:**

Health Education

Mental Health

Sexuality Education

Food and Nutrition

Body Care / Physical Safety

Physical Education

Physical Activity & Sports Studies (combined)

Outdoor Education

Outdoor Education	Sexuality Education	Food and Nutrition
<ul style="list-style-type: none"> <li>▪ School Camps</li> <li>▪ Education Outside the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pubertal Health (Year 6)</li> <li>▪ Human Development</li> <li>▪ Life Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthy Eating</li> <li>▪ Life Education</li> </ul>
Body Care	Physical Safety & Sports Studies	Mental Health
<ul style="list-style-type: none"> <li>▪ Life Education</li> <li>▪ Sun Sense</li> <li>▪ Dental Care</li> <li>▪ Personal Hygiene</li> <li>▪ Caring for the Body</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fire safety</li> <li>▪ Safe Cycling/Scootering</li> <li>▪ Water Safety</li> <li>▪ Emergency Management</li> <li>▪ Sporting Code Initiatives</li> <li>▪ Fitness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Life Education</li> <li>▪ Self Esteem</li> <li>▪ Relating to Others</li> <li>▪ Setting goals</li> <li>▪ Anti-Bullying</li> <li>▪ Myself and Others (RE)</li> <li>▪ Seasons for Growth</li> <li>▪ Cyber Safety</li> </ul>

## ***Education in human sexuality content at different levels of the curriculum:***

When planning concepts in human sexuality, we acknowledge that learners are at different ages and stages of personal development. Therefore, concepts are introduced appropriate to their needs in a safe and caring environment.

The [NCRS Sexuality Resource Grids](#) are used as a teaching and learning tool.

## ***How it is taught:***

- Teaching expertise: Our Health Education Curriculum is planned and taught by teachers from a Catholic perspective.
- 'Having Life to the Full - grounded in John 10:10), the training programme authorised by the New Zealand Catholic Bishops Conference is encouraged and promoted to be undertaken by teachers.
- The Principal, DRS and Tagged Teachers bring a sense of dualism between Church teaching and a perceived 'secular' reality; and will support the understanding of all staff.
- The Year 1-8 (Levels 1-4) 'Myself and Others' NCRS Learning Module will be the major focus of any Curriculum context.
- Key resources and community initiatives will be used to support and develop the delivery of the Health Education Curriculum.
- Support from outside agencies and the Palmerston North Catholic Education Office will be sought where appropriate.
- Hauora / Health concepts are integrated into our Rich Learning Curriculum.
- Māori spirituality is woven explicitly within our Health Education Curriculum
- Parents will be advised on Curriculum content before major health centered topics.
- The school community is consulted regularly on the content of the Health and PE Curriculum.
- The New Zealand Office for Professional Standards' National Safeguarding Guidelines for the prevention of and response to sexual abuse in the Catholic Church (2017) are always to be followed.