

**Pukekohe East School**  
**Health and Physical Education Survey**  
**Results from the 38 surveys received**

**Question 1** – How important do you think health and physical education is in the curriculum?

Not important	Important	Very important
0 responses 0%	1 response 3%	37 responses 97%

**Question 2** – How important do you think the following topics/key areas are in the health and physical education programme?

Topic	Not important	Important	Very important
Mental health	0 responses 0%	0 responses 0%	38 responses 100%
Sexuality education*	0 responses 0%	11 responses 29%	26 responses 68%
Food and nutrition	1 response 3%	6 responses 16%	31 responses 81%
Body care and physical safety	1 response 3%	6 responses 16%	31 responses 81%
Sports studies	1 response 3%	7 responses 18%	30 responses 79%
Outdoor education	0 responses 0%	4 responses 11%	34 responses 89%
Physical activity	1 response 3%	5 responses 13%	32 responses 84%

\* 1 response was undecided and questioned whether it should be taught at primary school

**Question 3** – What do you see as the health and physical education needs of your child/children?

- 12 responses (32%) – doing regular/daily exercise
- 9 responses (24%) – all the topics/key areas listed above are important for a healthy, balanced life
- 8 responses (21%) – sportsmanship, team spirit and cooperation
- 6 responses (16%) – group sports and activities, collaboration with other children
- 6 responses (16%) – mental health
- 6 responses (16%) – nutrition
- 5 responses (13%) – school camps/athletics/outdoor education opportunities that create memories
- 4 responses (11%) – sexuality education and learning about your body
- 3 responses (8%) – physical education will assist concentration
- 3 responses (8%) – building independence
- 2 responses (5%) – encouraging a love of outdoor activity
- 2 responses (5%) – learning empathy for others
- 2 responses (5%) – topics such as nutrition and water safety can be taught at home
- 2 responses (5%) – safety
- 2 responses (5%) – competitive sports

Singular responses included no COVID/vaccination conversations at school, time away from devices, learning fundamental skills (e.g. catching/throwing), more swimming programmes, learning to take on roles, being motivated to exercise, building resilience, building imagination, praise for Surinder Edwards' work and engaging in a range of activities to increase understanding of health needs.