

WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 1 | Age 5-6

The consultation closes 24 April 2026. Submit:

<https://education.surveymonkey.com/r/NWCBTPH> Email:
nationalcurriculum.refresh@education.govt.nz

THE PIVOT QUESTION

Do you want your son or daughter to be educated — or indoctrinated?

WHAT YEAR 1 PROPOSES TO DO

Your daughter is five years old. She has just started school. She arrives with six years of love, language, and formation behind her. She knows her name. She knows her family. She knows something of who she is.

The Year 1 HPE curriculum does not begin with any of that.

It begins with a picture of what she should look like when the programme has finished with her — and works backwards to identify everything she currently lacks in order to justify its authority over her formation.

That is not education. It is manufacturing.

THE DEFICIT FRAMEWORK — INSTALLED AT YEAR 1

The ground assumption of the entire ten-year HPE sequence is established here, at the very beginning:

Your daughter arrives lacking. The institution supplies.

She lacks adequate emotional awareness — the curriculum will provide it. She lacks safe relationship skills — the curriculum will train them. She lacks the ability to assess what is safe and unsafe — the curriculum will install the categories.

Not once does the curriculum ask what she already knows. Not once does it acknowledge what you have already given her. Six years of family formation — your values, your faith, your love, your way of seeing the world — is simply absent from the frame.

The baselining language in the Introduction makes the manufacturing structure visible: children's knowledge is measured as a starting deficit. The institution has both diagnosed the problem and appointed itself the remedy.

"TRUSTED ADULTS" — AND WHY YOU SHOULD NOTICE THIS PHRASE

From Year 1, the curriculum introduces a category called "trusted adults" — the people your

daughter is taught to disclose to when she experiences something unsafe, difficult, or worrying.

Teachers are named within this category.

You are not named specifically. "Parents" and "family" do not appear as the primary disclosure destination. The curriculum has repositioned the family — at age five — as one structure among many, and has installed institutional agents as the preferred destination for your daughter's most personal disclosures.

This framework governs every subsequent year of the series. It is established here, before your daughter has completed her first year of school.

THE IDENTITY ARCHITECTURE — OUTSIDE IN

Genuine identity formation works from the inside out — from the core self, outward. It begins with who the child already IS.

This curriculum approaches identity from the outside in. It assembles the child's sense of herself from external parts — characteristics, emotions, behaviours — under institutional guidance. The core self, the irreducible person who arrived on the first day already whole, is never acknowledged.

The clinical consequence, well established in identity research, is predictable: a child whose identity is assembled from outside becomes more dependent on external validation, more vulnerable to instability when external frameworks shift, and more susceptible to institutional redefinition.

This is not a side effect. It is the architecture.

WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO

To your daughter: You arrive at school lacking. Your emotions, your relationships, your sense of safety — all require institutional development. What you already know is not the starting point.

To you: What you have given your daughter in six years of family life is not acknowledged. Your authority as her parent is not named. Your formation of her is simply absent from the frame.

THE VERDICT ON YEAR 1

The Year 1 HPE curriculum establishes six foundations that every subsequent year builds upon: the deficit framework, the outside-in identity architecture, the emotional classification system, the safety categorisation framework, the family repositioning, and the manufacturing structure.

Applied to The Philosophy of Education's primary test — *if this curriculum produced exactly what it intends, would the result be good for the person?* — the answer is no. It would produce a child more dependent on institutional authority, less grounded in her family, and less secure in her own identity than when she arrived.

That is not education. It is the opposite.

WHAT YOU CAN DO

Submit to the consultation before 24 April 2026.

<https://education.surveymonkey.com/r/NWCBTPH>

Or email: nationalcurriculum.refresh@education.govt.nz

**Year-level gateway documents for Years 1-10 are available at:
educationorindoctrination.org**

**To understand the full ten-year job description this curriculum is building toward —
competency by competency, task by task — read the ISD Reverse Engineering
document at educationorindoctrination.org**

Analysis: The INESCAPABLE Method v4.1 | April 2026 educationorindoctrination.org