

WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 10 | Age 14-15

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 10 PROPOSES TO DO

Your daughter is fourteen years old. This is the final year of the sequence.

The arc is complete: from emotional naming at age five to sexual pleasure specification at fourteen. Every domain of your daughter's personhood has been claimed across ten years. Year 10 finalises the product.

SEXUAL PLEASURE — AS A CURRICULUM SPECIFICATION

The Year 10 curriculum includes this:

Sexual activity between consenting adults should be safe, respectful, and mutually enjoyable. What feels sexually pleasurable varies by person. Sexual activity is enjoyable when people know what feels good to them and to their partner.

This is the first time in ten years the curriculum has used the word *enjoyable* in connection with any human experience.

Ten years. Not one mention of joy in growing up, joy in learning, joy in friendship, joy in faith, joy in being alive. The first enjoyment specified in the series is the correct management of sexual pleasure.

And notice what is absent from that specification: love. The word does not appear. Commitment does not appear. Marriage does not appear. The account of sexual activity in Year 10 is technically specified and entirely evacuated of the relational depth that makes intimacy meaningful.

THE PERFECT BLINDSPOT

The Year 10 curriculum teaches your daughter to identify distorted portrayals of sexual activity and consent — in media, in pornography, in cultural messaging.

This is the most sophisticated expression of the Directed Concept Architecture in the entire series. She has been given a precise analytical tool for identifying the mechanism of harm in sexual content.

But the application domain is external media only. The institution is excluded.

Your daughter who has perfectly absorbed this curriculum is maximally equipped to identify distorted portrayals of sexual activity and consent in a pornographic film — and maximally prevented from applying the same analysis to the curriculum that formed her sexual understanding across ten years.

The analytical tool is real. The blindspot is deliberate.

TEN YEARS — WHAT IS ABSENT

Across the entire ten-year series, these things were never present in the Health Education content:

- **Love** — appears once, in Physical Education, in connection with outdoor adventure
- **Joy** — absent all ten years
- **Marriage** — never mentioned
- **God** — never mentioned
- **Parents as named authority** — never once
- **The child's existing knowledge** — never once asked
- **The institution as subject of the curriculum's own critical tools** — never once

These are not gaps. They are the shape of a design.

WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO

To your daughter: Your sexual formation belongs to the institution's specification. Enjoyment is a technical matter of knowing what feels good. Love is not part of the account. The analytical tools you have been given cannot be turned toward the institution that gave them to you.

To you: Ten years. Not once were you named as your daughter's primary authority. Not once was your faith, your formation, your wisdom about love and commitment acknowledged as relevant. The most intimate domains of your daughter's personhood — her identity, her inner voice, her developing body, her sexuality — were claimed, one by one, by a curriculum that never asked your permission.

Your child's foundations — family, faith, and the knowledge that she arrives already whole — were not attacked. They were simply replaced by the content listed above.

THE VERDICT ON YEAR 10

The ten-year sequence is complete. From the deficit framework installed at Year 1 to the sexual pleasure specification at Year 10, the curriculum has moved consistently inward — claiming each new domain of the child's personhood as institutional territory.

The Philosophy of Education test fails for the tenth consecutive year. The product is not a young woman who knows who she is, loves freely, thinks clearly, and can evaluate the world around her. It is a young woman equipped with institutional frameworks for

evaluating external threats — and systematically unequipped to evaluate the institution that formed her.

This is not education. It is replacement.

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

The consultation is your opportunity to say: I did not consent to this.

**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