

WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 2 | Age 6-7

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 2 PROPOSES TO DO

Your daughter is six years old. Year 1 established the foundations: the deficit framework, the outside-in identity architecture, the trusted adults mechanism. Year 2 does not repeat those installations. It deepens them — and reaches something new.

At Year 2, the curriculum reaches identity itself.

Not just your daughter's emotions. Not just her behaviours. Who she believes herself to be.

SELF-IMAGE — WITH A MECHANISM ATTACHED

Year 2 introduces self-image as a curriculum subject. This sounds straightforward. It is not.

The curriculum teaches your daughter that her self-image is *shaped by experiences, feedback, and emotions*. Three named external inputs. No other source. No acknowledgement that she arrived with a self already given — a self that exists prior to feedback, prior to experiences managed by the curriculum, prior to any institutional input.

The practical consequence is this: the teacher's feedback is now formally installed as a component of who your daughter believes herself to be. The curriculum has named it explicitly. The institution has placed itself inside your daughter's identity construction — and told her this is simply how identity works.

It is not how identity works. It is how the curriculum works.

THE INNER VOICE — CLAIMED AS CURRICULUM TERRITORY

At Year 2, self-talk enters the curriculum. Your daughter's private internal speech — the voice she uses to speak to herself when no one is listening — becomes a subject of institutional instruction.

She will be taught what to say to herself. She will be taught that her inner voice is a curricular matter.

There is no domain more interior than this. The curriculum has passed through emotions, through behaviour, through self-image — and has now reached the innermost available territory: the voice inside your daughter's own head.

THE KAFKATRAP — HOW HESITATION BECOMES A DEFICIT

Year 1 installed the trusted adults mechanism. Year 2 closes it.

The Year 2 curriculum explicitly addresses the reasons a child might hesitate before disclosing to a trusted adult — fear of negative consequences, worry about not being believed. These hesitations are framed as barriers to be overcome. They are pre-classified as problems in the child.

Notice what this does. A child who hesitates to report to an institutional adult — perhaps because she would rather tell her mother — has had her natural instinct classified as a deficit. The curriculum has made her hesitation a problem before she has even felt it. It has trapped her: disclosure confirms the curriculum's authority; hesitation confirms a deficit requiring correction.

This structure has a name in logic. It is a Kafkatrap. And it is installed at age six.

WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO

To your daughter: Your self-image is a mechanism that can be explained and managed. Your inner voice requires institutional correction. Your hesitation to report to adults outside your family is a problem to overcome.

To you: Your six years of formation — the self-image you have nurtured in your daughter, the inner voice shaped by your home, your values, your love — is not acknowledged as the foundation. The institution has arrived inside your daughter's most private territory without asking.

THE VERDICT ON YEAR 2

Year 2 is not a repetition of Year 1. It is an advance. The deficit framework has moved inward — from external behaviours to the child's core sense of herself. The identity architecture has been given a formal mechanism. The inner voice has been claimed. The Kafkatrap has closed.

The most significant single finding: the curriculum has reached identity at age six — before the child has fully arrived at the developmental stage where identity becomes a conscious question. It has formed the evaluator before the evaluation can occur.

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