

WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 3 | Age 7-8

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 daughter or son to be educated — or indoctrinated?

WHAT YEAR 3 PROPOSES TO DO

Your daughter is seven years old. Two years of school behind her. The frameworks installed at Years 1 and 2 — the deficit model, the outside-in identity construction, the hesitation trap, the claim over her inner voice — are now operational. Year 3 builds on them.

And at Year 3, something qualitatively new happens.

Your family is named — for the first time — as a source of bias.

YOUR FAMILY AS A SOURCE OF BIAS

The Year 3 curriculum includes this in its Knowledge column — the things your daughter is to be taught as factual:

"Beliefs and assumptions shaped by peoples' backgrounds, upbringing and social environment."

The word *upbringing* is the word for what you have given your daughter. Her formation — your values, your faith, your culture, your understanding of the world — is presented to her, in school, as a source of beliefs and assumptions that require examination and reflection.

She is seven years old. She has not yet reached the developmental stage where examining her own formation is natural or appropriate. But the curriculum has arrived first, before that stage, and pre-populated it with this category: *what your family gave you may need to be reconsidered.*

The family has moved, across three years of this curriculum, from being one structure among many (Year 1), to being absent from the teaching sequence (Year 2), to being named as a potential source of bias requiring institutional examination (Year 3).

This is not a progression toward the family. It is a progression away from it.

CONSENT — FOR SEVEN-YEAR-OLDS

At Year 3, consent is introduced as a curriculum subject for the first time in the series. Your

daughter is taught, through role-play, to recognise consent situations, to practise asking for consent, and to understand consent as a framework governing her social relationships.

There are two things to notice here.

First, the content itself. Consent is a concept that belongs to the family, to natural moral development, and — where relevant — to faith formation. A seven-year-old's understanding of her relational agency is formed first in the context of her family, her community, and her own developing conscience. When the institution arrives first, with a curriculum definition, it pre-empts that formation. Your daughter will understand consent through the curriculum's framework before she has formed her own.

Second, the paradox. The curriculum teaches your daughter that others require her consent before entering her body and her boundaries. But the curriculum itself has been entering her identity, her self-image, her inner voice, and her understanding of her own family's formation — without her consent, without your informed consent, and without any mechanism by which either of you can refuse. The curriculum teaches consent while being the most significant consent violation your daughter has experienced. Applied to the institution's own conduct, its own definition of harmful boundary violation describes exactly what it is doing.

This is not a small observation. It is the most structurally significant finding in the Year 3 analysis.

THE SELF-SURVEILLANCE INSTALLATION

Year 3 introduces a new dimension to the self-image content from Year 2. Your daughter is now taught to monitor and examine herself — to reflect on her own strengths and challenges, to examine her assumptions, to assess whether her respect for others is genuine.

The cumulative effect of three years of this curriculum is a child who has been trained to look at herself through the institution's categories. She assesses whether her self-image is positive enough. She examines whether her assumptions are biased. She monitors whether her relational behaviour meets the consent standard. She checks whether her hesitation to report is appropriate or a problem.

This is not self-knowledge. It is self-surveillance. The institution has installed a monitoring mechanism inside your daughter, and she carries it everywhere she goes — including into her relationship with you.

WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO

The Year 3 curriculum carries these hidden assumptions — never stated, never tested:

To your daughter: After seven years of life, your beliefs and assumptions may reflect bias from your upbringing. Your self-knowledge is insufficient. Your natural respect for others needs institutional calibration. You require consent literacy training.

To you: What you have given your daughter — your values, your faith, your formation — is a source of assumptions that require examination. You are not named as her primary authority. You are not named as the first person she should turn to. You are named, implicitly, as a potential source of the problem.

THE VERDICT ON YEAR 3

Year 3 is the year the curriculum moves from absent to adversarial toward the family. It is the year consent is introduced for seven-year-olds, with the institution's own consent violation unacknowledged. It is the year self-surveillance is installed alongside self-image management.

Every finding from Years 1 and 2 is confirmed and has deepened. The direction remains consistent: inward, always inward, and now explicitly toward the origin of your daughter's formation — what you gave her, and whether it needs to be reconsidered.

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 | 8 April 2026 educationorindoctrination.org