

WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 4 | Age 8-9

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 4 PROPOSES TO DO

Your daughter is eight years old. Three years of frameworks are now installed and operational. Year 4 does something new with them: it hands them to your daughter and makes her responsible for maintaining them.

The institution has built the construction. Now it trains her to run it herself.

THE COMPLETE MECHANISM — NAMED AND HANDED OVER

At Year 4, the identity construction mechanism receives its most explicit statement in the series:

Body image and self-perception are shaped by personal feelings, social feedback, and cultural messages.

Three named external inputs. A complete causal framework. No interior source. No acknowledgement that your daughter arrived with a self that precedes all three.

And crucially — she is now taught this mechanism as curriculum knowledge. She is learning, officially, that her sense of herself is a product of external inputs. The institution has given her the framework for understanding herself — the framework it installed — and told her this is simply the truth about how identity works.

THE BODY — CLAIMED AS AN IDENTITY DOMAIN

At Year 4, the body enters the identity construction apparatus. Body image is now formally part of self-perception, shaped by the same three external inputs.

This is significant timing. Your daughter is approaching puberty. The years immediately ahead will bring genuine, intense questions about her developing body. The curriculum has arrived first — before those questions arise — and has pre-populated the interpretive framework she will use to understand them.

When her body changes, she will interpret those changes through the curriculum's categories, not through the wisdom her family and faith might have offered.

MEDICALISING NORMAL CHILDHOOD

Year 4 introduces the fight/flight/freeze model to explain the child's stress responses. Adrenaline surges. Survival mechanisms. Polyvagal theory applied to eight-year-olds.

A child who is nervous before her school play is now equipped to understand that nervousness as a survival mechanism — a physiological response requiring institutional management strategies.

This is scientific over-extension. Normal childhood experience — anxiety, excitement, nerves — is being medicalised. And medicalised experience requires medical-grade management. The institution has both created the diagnosis and supplied the remedy.

THE RESPONSIBILITY TRANSFER

The cumulative effect of Year 4 is this: your daughter is now responsible for managing what the institution installed.

She must maintain a positive self-image. She must manage her stress responses. She must monitor her body image. She must apply the calming strategies. The curriculum has given her the framework and then stepped back — leaving her to run the maintenance programme on herself.

This is not self-knowledge. It is self-management of an institutionally constructed self.

WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO

To your daughter: Your sense of yourself is a mechanism that operates on three named external inputs. Your stress responses are survival biology requiring management. Your body image requires institutional calibration before puberty arrives.

To you: What you have given your daughter — the formation, the values, the faith, the preparation for growing up — has been displaced. The curriculum arrived before you at every significant threshold. Your daughter's interpretive framework for her own developing body belongs to the institution now.

THE VERDICT ON YEAR 4

Year 4 completes the installation of the outside-in identity mechanism by giving it a complete causal framework and claiming the body as an identity domain. It medicalises normal childhood experience. It transfers responsibility for maintenance of the construction to the child herself.

The Philosophy of Education's primary test — *if this produced exactly what it intends, would the result be good for the person?* — fails. The intended product is not a child who can know herself, think for herself, and love freely. It is a child who monitors and manages an externally constructed self.

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