

WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 5 | Age 9-10

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 5 PROPOSES TO DO

Your son is nine years old. Puberty is beginning or approaching. His body is changing. He will have questions — about himself, about what is happening, about what it means.

The Year 5 curriculum has arrived before those questions fully form. It has pre-populated the framework he will use to understand them. And it has done something at Year 5 that it has not done before.

It has told him — explicitly — that his identity is shaped from the outside in.

THE DISCLOSED MECHANISM PARADOX

At Year 5, the outside-in identity mechanism — which has been operating on your son since Year 1 — is disclosed to him as curriculum knowledge:

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

He is now taught that identity comes from outside. The institution has handed him the analytical tool for identifying outside-in formation.

But notice what is missing from the tool's application domain: the institution itself. Your son is now equipped to recognise outside-in identity formation in media, in advertising, in peer pressure — but the specific outside-in formation being enacted on him, in this classroom, by this curriculum, is excluded from the tool he has been given.

The disclosure is the concealment. He has been given the language to see the mechanism — and simultaneously prevented from applying it where it matters most.

AT THE MOMENT OF PUBERTY

This is the most significant timing issue in the entire series.

Your son's body is changing. His sense of himself is in genuine flux. This is the developmental moment when a child most needs accompaniment — wisdom, love, and

grounded formation from his family.

The curriculum has arrived at this threshold first. It has claimed the interpretive framework for his developing body before you could offer yours. It has installed the analytical apparatus — shaped by social feedback, cultural messages, personal experiences — as the official explanation for what is happening to him.

The family is entirely absent from the Year 5 puberty content. Parents are not named once. Trusted adults appear in institutional form. Your son is navigating the most significant physical transition of his life inside an institutional framework that does not include you.

THE BODY AT PUBERTY — TREATED AS AN IDENTITY PROBLEM

The Year 5 body image content applies the full outside-in mechanism to your son's developing body at the precise moment when his body is changing most rapidly.

He is taught that how he perceives his changing body is shaped by social feedback and cultural messages — and that the analytical tool for evaluating those messages is available to him. But the curriculum's own role in shaping his perception of his body is exempted from that analysis.

He can question the magazine. He cannot question the curriculum. Not because he is forbidden to — but because the tool he has been given does not reach that far.

WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO

To your son: Your developing body is an identity domain shaped by external inputs. You can analyse cultural messages about bodies — except the ones in this classroom. Your experience of puberty belongs to an institutional framework. Your family is not part of this conversation.

To you: The most significant physical transition in your son's life is being interpreted for him by the institution, using a framework you did not supply and were not asked to approve. You are not named. Your wisdom about his body, his growing up, his formation as a young man — is absent from the curriculum that arrives first.

THE VERDICT ON YEAR 5

Year 5 is the pivot year of the series. The outside-in mechanism is disclosed to the child within the mechanism itself. The developing body is claimed as an identity domain at puberty onset. The family is absent from the most significant developmental threshold in the series to this point.

The Philosophy of Education test fails on every criterion.

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