

# WHAT THE MINISTRY OF EDUCATION PROPOSES TO DO TO YOUR CHILD

Health and Physical Education | Year 7 | Age 11-12

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The consultation closes 24 April 2026. Submit:

<https://education.surveymonkey.com/r/NWCBTPH> Email:  
[nationalcurriculum.refresh@education.govt.nz](mailto:nationalcurriculum.refresh@education.govt.nz)

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## THE PIVOT QUESTION

Do you want your son or daughter to be educated — or indoctrinated?

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## WHAT YEAR 7 PROPOSES TO DO

Your son is eleven years old. Six years of frameworks are installed and operational. At Year 7, something qualitatively new enters the sequence.

The deficit framework acquires a moral dimension.

Until Year 6, the curriculum told your son he arrived personally inadequate — lacking emotional skills, self-image management, consent literacy, body image frameworks. At Year 7, it tells him something further: he is morally implicated. He participates in bias, exclusion, and stereotype entrenchment — without knowing it.

The deficit has moved from personal to moral.

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## YOUR SON IS NOW PART OF THE PROBLEM

The Year 7 curriculum introduces unconscious bias, stereotyping, and exclusion as content your son is taught to recognise — in himself.

He is not taught that he is a good person who sometimes makes mistakes. He is taught that his instincts, assumptions, and categories may be participating in harm without his awareness. His natural way of seeing the world — formed by his family, his faith, his community — is now a potential source of moral failure requiring institutional correction.

This is a significant escalation. Six years of personal deficit management have prepared a child who monitors himself constantly. The moral dimension now gives that self-monitoring an ethical charge. Not just: *am I managing my emotions correctly?* But: *am I participating in harm?*

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## YOUR SON'S AGENCY — REDIRECTED

At Year 7, the curriculum formally captures your son's agency and redirects it.

The intended product includes a child who notices whose voices are missing, challenges unfair treatment even when uncomfortable, uses inclusive language that reflects real understanding, and takes action on social justice issues.

These are not neutral skills. They are specific activist orientations — the direction of action is predetermined. Your son's capacity to act in the world is being pointed toward institutional objectives, not toward his own developing conscience, his family's values, or his faith's understanding of justice.

His agency has been captured and given a job description he never applied for.

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## **ROLE MODELS — GOVERNED BY THE INSTITUTION**

Year 7 introduces role model content. Your son is guided in evaluating and selecting aspirational figures — the people he looks up to, the kind of person he wants to become.

The institution has now claimed his future orientation. Not just who he is now — but who he is becoming. The outside-in architecture, which began with his emotions at Year 1, has arrived at his aspirations at Year 7.

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## **WHAT THE CURRICULUM INSULTS WITHOUT SAYING SO**

**To your son:** Your natural instincts and assumptions may be participating in harm. Your agency belongs to institutional objectives. The people you look up to require institutional evaluation. You are not just personally lacking — you are morally suspect.

**To you:** The values, faith, and formation you have given your son — your understanding of justice, fairness, and what it means to be a good person — have been displaced by the institution's moral framework. Your son's aspirational formation belongs to the curriculum now. You are not named. The family is absent for the seventh consecutive year.

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## **THE VERDICT ON YEAR 7**

Year 7 is the year personal deficit becomes moral deficit, and the child's agency is formally redirected toward institutional objectives. The outside-in architecture reaches his future orientation. Seven consecutive years of family absence from the Health Education teaching sequence.

The Philosophy of Education test fails. The product is not a young man who can think for himself, act from his own conscience, and become who he is called to be. It is a managed activist equipped with institutional categories and pointed in an institutional direction.

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## **WHAT YOU CAN DO**

**Submit to the consultation before 24 April 2026.**

<https://education.surveymonkey.com/t/NWCBTPH>

Or email: [nationalcurriculum.refresh@education.govt.nz](mailto:nationalcurriculum.refresh@education.govt.nz)

**Year-level gateway documents for Years 1-10 are available at:  
[educationorindoctrination.org](http://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](http://educationorindoctrination.org)**

