

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

Health and Physical Education | Year 9 | Age 13-14

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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 9 PROPOSES TO DO

Your son is thirteen years old. Eight years of frameworks are operational. At Year 9, the curriculum does something it has not done before.

It targets his capacity to recognise what IS.

Not just his emotions. Not just his identity. Not just his sexuality. His relationship to reality itself — his ability to see clearly, think in categories, and know that A is A.

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## THE LAW OF IDENTITY — PRESENTED AS A PROBLEM

The most fundamental law of thought is the Law of Identity: A is A. A thing is what it is. A category means something fixed.

At Year 9, fixed categories are presented to your son as stereotyping. The curriculum teaches that recognising consistent traits — in people, in groups, in reality — is a form of bias requiring correction.

This is not a minor content concern. This is an attack on the most basic operation of rational thought. A young person who has been taught that fixed categories are problematic cannot think clearly. He cannot distinguish truth from falsehood, because that distinction requires fixed categories. He cannot evaluate the curriculum that formed him, because evaluation requires stable categories of assessment.

The curriculum is dismantling the cognitive tools he would need to question it.

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## THE FAMILY — NAMED, BUT NOT AS AUTHORITY

At Year 9, for the first time in the series, family is named in the curriculum — as an *influence* on the child's values and identity.

This sounds like an acknowledgment. It is not. It is a demotion.

The family is named as one influence among many — alongside peers, media, and cultural messages. It is not named as prior authority. It is not named as the context in which your

son's values are legitimately formed. It appears in the same category as advertising.

And simultaneously — in the confidential help-seeking content — family is excluded. The pathways for your son to seek support when he is struggling do not lead home.

Named as influence. Excluded as authority. This is the most sophisticated expression of family displacement in the entire series.

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## **SEXUAL THOUGHTS AND FEELINGS — ABSORBED INTO MANAGED DISTRESS**

Year 9 extends the sexual formation content of Year 8. Your son's sexual thoughts and feelings are absorbed into the managed distress framework — treated as experiences requiring institutional management strategies rather than natural aspects of development to be accompanied by wisdom from his family and faith.

Joy is absent. Ninth consecutive year. The curriculum has never said that growing up is good, that the body is a gift, that sexuality within commitment is something to look forward to. Nine years. Not once.

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

**To your son:** Your natural capacity to think in fixed categories is bias. Your family is one influence among many. Your sexual development belongs to an institutional management framework. The cognitive tools you would need to evaluate this curriculum are the ones it is dismantling.

**To you:** Your authority as a parent has been formally demoted to the status of one cultural influence among many — in the same category as media and peer pressure. Your son's capacity for clear thought is being systematically weakened. You are excluded from his confidential help-seeking pathways. Nine years. Not once has the curriculum said that life is good.

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## **THE VERDICT ON YEAR 9**

Year 9 is the year reality itself is targeted. The Law of Identity is labelled stereotyping. The family is named as influence and excluded as authority. Joy is absent for the ninth consecutive year.

The Philosophy of Education test fails. The product is not a young man who can think clearly, know himself, love freely, and evaluate the world around him. It is a young man whose capacity for clear thought has been systematically weakened, whose family has been demoted, and who has never been told that life is good.

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## **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](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)**

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*Analysis: The INESCAPABLE Method v4.1 | April 2026 [educationorindoctrination.org](http://educationorindoctrination.org)*