



SPARROWS HI CURRICULUM

Health, Wellbeing & Human Flourishing

PURPOSE

The purpose of this framework is to help students understand and practise faithful stewardship of their physical, emotional, mental, relational and spiritual wellbeing.

Students are encouraged to develop lifelong habits that support healthy living while recognising that human flourishing is found ultimately in relationship with God rather than perfect health or personal achievement.

PHILOSOPHY

Human beings are created by God as integrated persons. Our bodies, minds, relationships and spiritual lives are interconnected.

Faithful stewardship therefore includes caring for ourselves wisely while acknowledging that our hope rests in Christ rather than in our own strength or health.

This framework encourages students to pursue healthy habits with gratitude and humility.

GRADUATE OUTCOME

By graduation, students should:

- understand the importance of caring for their body and mind;
- develop healthy daily habits;
- recognise the value of rest and recreation;
- understand emotional wellbeing;
- build resilience through life's challenges;
- know when and how to seek help;
- demonstrate compassion toward those experiencing illness or disability;
- understand that health is one aspect of faithful stewardship.

CREATED IN THE IMAGE OF GOD

Students explore the biblical understanding that every person possesses inherent dignity because they are created in God's image.

Human worth does not depend upon:

- appearance;
- athletic ability;
- intelligence;
- productivity;
- health status;
- disability.

Every person deserves honour, compassion and respect.

STEWARDSHIP OF THE BODY

Students consider practical stewardship through:

- sleep;
- movement;
- nutrition;
- hydration;
- hygiene;
- recreation;
- avoiding harmful substances.

Healthy habits are encouraged as expressions of gratitude for God's gifts.

PHYSICAL ACTIVITY

Students are encouraged to discover enjoyable ways to remain active. The emphasis is on:

- lifelong movement;
- participation;
- teamwork;
- perseverance;
- enjoyment.

Physical activity should promote wellbeing rather than unhealthy comparison or competition.

NUTRITION

Students learn practical principles regarding:

- balanced eating;
- preparing simple meals;
- reading food labels;
- hydration;
- hospitality;
- gratitude for food.

Nutrition education should avoid creating unnecessary guilt or unhealthy attitudes towards food.

SLEEP AND REST

Students explore:

- healthy sleep routines;
- the effects of sleep deprivation;
- Sabbath rhythms;
- balancing work and rest.

Rest is presented as part of God's design for human flourishing.

EMOTIONAL WELLBEING

Students develop skills in:

- recognising emotions;
- expressing emotions appropriately;
- emotional regulation;
- resilience;
- empathy;
- gratitude.

Emotions are recognised as important aspects of human experience but not the sole guide for decision-making.

MENTAL HEALTH

Students receive age-appropriate education regarding:

- anxiety;
- depression;
- stress;
- trauma;
- grief;
- loneliness.

Students learn that experiencing mental health challenges is not a sign of spiritual failure.

They are encouraged to seek help early and support others compassionately.

SEEKING HELP

Students are taught that seeking support from parents, trusted leaders, doctors, psychologists, counsellors and allied health professionals can be an act of wisdom and responsible stewardship.

Faith, prayer and professional care are not presented as competing alternatives.

DISABILITY AND INCLUSION

Students learn to recognise and celebrate the dignity, gifts and contributions of people living with disability. They are encouraged to:

- include others;
- remove unnecessary barriers;
- challenge prejudice;
- demonstrate practical compassion.

Christian community should reflect the welcome of Christ.

DIGITAL WELLBEING

Students explore healthy habits regarding:

- screen time;
- social media;
- online relationships;
- digital distraction;
- privacy;
- technology and sleep.

Technology is viewed as a valuable tool that requires wisdom and self-control.

STRESS AND RESILIENCE

Students learn practical approaches including:

- prayer;
- healthy routines;
- exercise;
- supportive relationships;

- realistic expectations;
- time management;
- seeking help when needed.

Resilience is developed gradually through experience and support.

CARING FOR OTHERS

Students are encouraged to notice when others may be struggling. They learn to:

- listen compassionately;
- encourage appropriately;
- seek adult help when necessary;
- avoid attempting to solve problems beyond their ability.

Compassion includes recognising our own limitations.

LEARNING PROGRESSION

The program is structured across three stages of secondary education.

Years 7–8	• Healthy daily habits; • self-awareness; • connection between wellbeing and discipleship. • Focus: practical routines.
Years 9–10	• Emotional maturity; • stress management; • digital wellbeing; • resilience; • healthy decision-making. • Discussion becomes reflective and practical.
Years 11–12	• Adult health responsibilities; • mental health literacy; • work-life balance; • caring for others; • sustainable rhythms. • Students develop a personal wellbeing plan.

LEARNING EXPERIENCES

Students should participate in:

- outdoor recreation;

- cooking workshops;
- first aid awareness;
- sleep challenges;
- journalling;
- wellbeing discussions;
- guest presentations from Christian health professionals;
- practical service projects.

Learning should consistently integrate biblical reflection with practical life skills.

ASSESSMENT

Growth may be demonstrated through:

- personal wellbeing goals;
- reflective journalling;
- participation;
- mentoring conversations;
- practical demonstrations of healthy habits;
- evidence of increasing self-awareness and compassion.

Assessment should encourage growth without promoting comparison.

RECOMMENDED READING

Senior students may benefit from selected works such as:

- Emotionally Healthy Spirituality — Peter Scazzero
- The Ruthless Elimination of Hurry — John Mark Comer
- The Rest of God — Mark Buchanan

These resources should complement, not replace, Scripture and appropriate health education.

INTEGRATION

This framework supports:

- Discipleship & Spiritual Practices;
- Relationships, Marriage & Family;
- Leadership Development;
- Student Growth & Discipleship Framework;
- Service & Mission.

Human flourishing is understood as faithful living in relationship with God, others and creation rather than the pursuit of comfort or perfection.

OUR PRAYER

We pray that students will grow in wisdom as they care for the bodies, minds and relationships God has entrusted to them.

May they develop healthy rhythms of work, rest, worship and service, showing compassion to themselves and to others in every season of life.

When they experience strength, may they serve with gratitude. When they experience weakness, may they know the grace and sustaining presence of Christ.

“My grace is sufficient for you, for My power is made perfect in weakness.”

2 Corinthians 12:9