

Health & Physical Education Policy

Rationale

The PE and Health program is essential to improving and maintaining the health, well being and fitness of all children in their Primary School years. Physical activity, sport, recreation and developing an awareness of safety are an important part of life in Australia. This contributes more fully to the development of skills and positive attitudes that help children learn about factors that influence their physical social and emotional health. It promotes participation in physical activity and encourages children to make choices that will foster a safe and healthy lifestyle. Health and Physical Education encourages informed decision making which also impacts on developing an effective living standard.

Goals

Health and Physical Education aims to develop in students:

- An understanding that health has physical, social and emotional dimensions.
- An understanding of the factors that impact directly and indirectly on the health and safety of individuals, families, groups and communities.
- Knowledge and skills to plan, implement and evaluate actions to promote health and safety.
- An understanding of the physical, social and emotional development across the human lifespan to promote their health and wellbeing.
- An understanding of how relationships develop and change, and the knowledge and skills to promote effective relationships.
- Experience as a skilled participant in play, games, dance, gymnastics, aquatics, sport, outdoor activities and recreation.
- An understanding of how food provides nutrients for energy and growth, how it plays a significant social role in people's lives, and how to select food to promote health and growth.

Outcomes

The following benefits may be expected from a sequential, well developed program throughout the child's primary years:

- Improvement and development of skill for body management and control, as a basis for later skill learning.
- Improvement and development skills of hand, eye and foot co-ordination and manipulation.
- The ability to play co-operatively and fairly in small and large groups.
- The development in the children of a higher level of fitness and a greater awareness of its relativity to maintaining good health.
- Development of self confidence and social competence through successful involvement with peers and teachers.
- Development of an understanding of the requirements and implications of competitive involvement, development of competence for the pursuit and enjoyment of leisure time activities.
- Development of an awareness and appreciation of individual differences.
- The encouragement of sportspersonship.
- Overcoming sexual stereotyping; notably the traditional influence on girls being less active than boys.
- Development of skills related to the use of equipment and apparatus through participation in pleasurable games and pastimes.

Guidelines

At St. Elizabeth's Parish School it is anticipated that the following areas will be addressed:

Health:

Personal

- Time management and organisational skills.
- To apply all safety techniques.
- Have knowledge of the body systems – independent functions and how they work together.
- Harm minimisation skills.
- Understanding and application of appropriate rights and responsibilities.

Relationships

- Social skills.
- Interrelationship skills – risk taking, assertiveness, conflict resolution, negotiation and cooperation.

Community

- Awareness of world health services which address global health issues.
- Awareness of community health services for personal or community needs.

Physical Education:

- Physical movement using gross and fine motor skills.
- Application of rules and skills of major ball and team games and appropriate use of equipment.
- To promote awareness of, and participation in, structured physical activity.

Implementation

- The scope and sequence chart is developed in Inquiry Unit areas that build upon understandings at each level.
- All teachers use the inquiry model of developing and implementing a unit of study from the Health and P.E., Personal Learning and Interpersonal Development Domains of VELS.
- Teachers document the unit of study.
- Teachers engage students by using a variety of teaching and learning strategies and include e-learning opportunities
- All teachers are required to work with their respective teams, to plan, develop and implement the unit of work
- Students' previous knowledge and individual abilities must be considered when planning units of work, and learning opportunities that promote higher order thinking skills should be provided
- Teachers need to cater for the identified needs of each student planning for opportunities for them to use their own strengths in communicating their learning.
- Student progress in Health and PE will be reported in mid and end of year reports to parents.
- Students will be given opportunities to reflect on their learning and receive feedback throughout the learning process.
- The Health and PE program will be resourced by the PE coordinator, Librarian and the Learning & Teaching Coordinator.

Assessment

Assessment is by way of specialist teacher and classroom teacher checking a child's individual performance against a prescribed set of skills, appropriate to their stage of development. Assessment takes place at the end of each lesson and half yearly. Assessment is of an objective nature. Methods used are checklisting, observation and testing of skills.