



ST. PATRICK'S PRIMARY SCHOOL

HEALTH, PHYSICAL AND SPORT EDUCATION POLICY

Philosophy

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity.

In accordance with DEECD's requirements for curriculum planning, the mandated times for physical education and the requirement to provide appropriate drug education and intervention programs will be followed.

The domain of Health and Physical Education is part of the Physical, Personal and Social Learning Strand. Teachers responsible for the implementation of Health and Physical Education will integrate aspects of the Interpersonal Development domain and the Personal Learning domain into teaching and learning programs and will share responsibility for assessment and reporting against the standards with the classroom teacher.

Rationale

The domain of Health and Physical Education:

- Provides students with the knowledge, skills and behaviours to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health.
- Focuses on the importance of a healthy lifestyle and promotes the potential for lifelong participation in physical activity through development of physical competence.
- Emphasises that engaging in physical activity, games, sport and outdoor recreation contribute to a sense of community and social connectedness which are vital components to improved wellbeing.
- Explores the developmental changes that occur throughout the human lifespan including ways of managing transitions, changing roles and responsibilities, personal identity and an understanding of human sexuality.

- Explores the contribution of nutrition to health and the prevention of disease, topical issues related to nutrition and the factors that influence food selection.
- Explores the concepts of challenge risk and safety, develops an understanding of the importance of the right to be safe, identifies the harms associated with particular situations and how to take action to minimize harms.

Definitions

“Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students” (Moneghetti report, 1993)

“Sport education includes the development of sport skills, an understanding of the rules, tactics and strategies of various sports and an appreciation of codes of behaviour”

“Health Education is the process through which students develop the knowledge to maintain and improve their health, prevent disease and reduce health related risk behaviours” (Mohnsen, B. *Teaching Middle School Physical Education Human Kinetics*, Champaign IL 2002)

Aims

The Health Physical Education program is designed to assist students to:

- Develop knowledge and skills to make informed decision, plan strategies and implement and evaluate actions which promote growth, development and participation in physical activity, fitness, effective relationships, safety and health of individuals and groups.
 - Develop confidence in using movement skills and strategies to increase motivation to participate in lifelong physical activity.
 - Understand that participation in physical activity provides opportunities for challenge, personal growth and enjoyment.
 - Accept themselves and others as they grow and change and promote their own and others’ worth, dignity and rights as individuals and as members of groups.
 - Select foods that promote health and growth, understand the factors that influence food selection and the role of a healthy diet in the prevention of disease.
 - Develop strategies to maintain significant transitions throughout the lifespan.
 - Identify harms associated with particular situations and behaviours and develop strategies to minimize harms.

Teaching and Learning Strategies

To ensure the provision and delivery of quality health and physical education programs, teachers will incorporate the **Principles of Learning and Teaching** as they apply in a health and physical education context.

Principles of Learning and Teaching:

1. The learning environment is supportive and productive.
2. The learning environment promotes independence, interdependence and self-motivation.
3. Students' needs, background, perspectives and interests are reflected in the learning program.
4. Students' are challenged and supported to develop deep levels of thinking and application.
5. Assessment practices are an integral part of teaching and learning.
6. Learning connects strongly with communities and practice beyond the classroom.

Teachers will need to use a variety of strategies in order to:

- Promote deep learning and understanding
- Cater for a diverse range of learning styles
- Promote independence, interdependence and self-motivation
- Provide a supportive and productive learning environment

These include:

- Students solving problems, i.e. Planning, evaluating, creating, analysing and exploring
- A gradual transfer of decision making from teacher to students
- Increased opportunities for working in teams with more and less skilled peers
- Communication and discussion
- Students setting goals for improving performance and monitoring progress towards achievement
- Students observing and evaluating the performance of themselves and their peers with the opportunity to provide constructive feedback
- Students reflecting on their own and others performance in physical activity settings
- Forming opinions by drawing conclusions from evidence and reflective thinking

Assessment Strategies

“Assessment is the process of gathering and interpreting evidence of learning to make informed decisions about how well students are progressing” The following principles will apply to the implementation of student assessment:

- The primary purpose of assessment is to improve student learning
- Assessment practices are integral to the teaching and learning processes and is ongoing rather than episodic
- Assessment practices use a range of measures allowing students to demonstrate what they know and can do

- Assessment processes cater for the range of students' learning styles
- Assessment practices promote deeper understanding of learning processes by developing students' capacity for self-assessment

Assessment of student learning in health and physical education will be facilitated by the Health and Physical Education co-ordinator and conducted by the relevant teachers. Teachers will use a combination of formative and summative assessment strategies to assess student learning in health and physical education. Assessment tasks will be ongoing, developed at the same time as units of work and include student self-assessment tasks when appropriate.

HEALTH EDUCATION

The Health and Physical Education Learning focus statements and standards contain four broad themes (Human development and identity, safety, health promotion and nutrition) which will be addressed through the following program areas. The Health co-ordinator will assist classroom teachers develop curriculum.

Program Areas

Prep-Year 2	<ul style="list-style-type: none"> Basic health needs to promote health Personal identity Safe behaviours Healthy food choices Recognising emotions and developing relationships
Year 3-4	<ul style="list-style-type: none"> Physical growth and development The impact of self-talk on emotions Factors affecting identity and self-worth Skills for maintaining self-worth Safety at home, school and community Strategies to prevent harms and create safe environments Factors influencing food choices Goal setting to improve healthy food choices
Year 5-6	<ul style="list-style-type: none"> Transitions between life stages Puberty Changing relationships Assessing potentially harmful situations and behaviours and responding with appropriate harm minimisation strategies Physical, social, emotional and mental health Goal setting for improving personal health Food selection models Safe and hygienic food storage and preparation Relationship between health and physical activity Challenge, risk and safety