



Good Shepherd  
Lutheran School  
ANGASTON

# Health & P.E. Policy

Last Reviewed 2008

## Preface

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. It enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

## 1. Aims

The health and physical education Learning Area aims to develop in all children:

- an understanding of the interrelated nature of the physical, social, emotional and spiritual dimensions of life
- the ability to make informed judgments about health and wellbeing for themselves and in their relations with others
- a positive disposition towards lifelong participation in regular physical activity
- the ability to enhance their own and others' self-concept
- a wide range of skills which promote healthy active practices
- skills for creating and maintaining positive interactions
- safe and respectful behaviours and responsibility to maintain safe environments
- understanding and the skills to promote equity, valuing diversity and justice, and to contribute to safe and supportive learning environments
- an exploration of future work in the health, education and training, food and hospitality, fitness, sport and recreation industries
- an ability to critically reflect on, articulate and challenge social constructs with a view to improving health outcomes for themselves, others and communities
- capacities to apply learning in health and physical education to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

These aims reflect the following beliefs:

Successful students will use physical activity and participation to,

- demonstrate self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.
- achieve or seek to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.
- confidently perform and repeat movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.

- articulate on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body.
- demonstrate a range of specialised individual and team movement skills that enhance their sense of personal and group identity.
- develop, through participation in health-related fitness activities, an understanding of those activities' appropriateness and effectiveness.

Successful students will show personal and social development to,

- demonstrate a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.
- recognise diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow.
- develop a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.
- establish a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations.
- describe different stages of the life span and the predictable sequences of growth.
- understand different relationships and, through a variety of experiences, develops cooperative work and social skills.
- explain how different ways of describing people influences the way people value and treat themselves and others.
- identify physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.
- assume different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.

Successful students are aware of the health of individuals and communities by,

- describing what it means to be healthy and the role of others in the community in supporting the health of its members.
- understanding and can demonstrate behaviours and strategies that promote their health and safety and that of others.
- communicating understanding about foods they can eat to enhance their health and practises good hygiene when handling food.
- explaining ways in which communities support their own and others' health.
- planning and practices strategies to maintain safety in the home, school and community.
- evaluating and reporting about their diet and considers influences on their choice of foods for an active and healthy life.
- analysing a variety of community health issues that affect them and investigates community programs to address them.

- identifying skills to deal with situations that pose a risk to their health and safety.
- researching and shares findings about issues related to why individuals and groups have different eating patterns.

## **2. Principles for Effective Teaching of Health and P.E.**

The understandings, capabilities and dispositions encompassed in the essential learnings may be achieved by learners through:

- using constructivist approaches to learning
  - practising the relevant skills within supportive and enabling learning environments
  - active involvement in their learning
  - applying their learning to new and different contexts
  - processes that are learner-centred
- are developed in authentic contexts
  - are built on over time
  - identify evidence of learning over time

## **3. Content**

Health and physical education is concerned with holistic human development, emphasising the contribution of physical activity to growth and functioning; the establishment of a positive self-concept and relationships; and the achievement of optimal health in individuals and communities. As a consequence this Learning Area is organised around three strands that are developed progressively across the Bands of schooling. These are:

- physical activity and participation
- personal and social development
- health of individuals and communities.

The Learning Area includes areas of curriculum that have in the past, and in many cases still are, dealt with quite separately in subjects such as health education, physical education, home economics and outdoor education. Nevertheless the strands are interrelated with each other and the other Learning Areas. They inform one another and integration will enrich Learning Outcomes. None of the strands is predominant and all should be developed concurrently.

#### **4. Assessment**

Assessment in Health & PE has a number of purposes. These include providing information to:

- students about their progress and achievements
- teachers to inform planning and programming
- parents and caregivers about their children's learning

Judgments' about the student's achievements will be based on clear and explicit criteria.

Assessments draw on a comprehensive range of strategies including anecdotal records based on observations, work samples, portfolios, self assessment tasks, checklists, teacher made lists, standardized tests, audio tapes, video tapes and interviews.

Students are encouraged to monitor and reflect on their progress.

Student development will be mapped across year levels.

#### **5. Teacher's Professional Development**

Teachers keep themselves well informed both with content knowledge and teaching strategies and practices. This is achieved through;

- professional reading
- sharing of best practice e.g. at staff meetings, hub groups
- attendance at advertised conferences, workshops, seminars, etc
- related and relevant association memberships.

#### **6. Timetable**

It is expected the time allocation for Health & PE will be a minimum of 3 hours per week. Where possible, teachers need to explore opportunities for integration with other curriculum areas.

#### **7. Resources**

Effective resourcing relies on:

- an annual meeting of the Principal, the Health & PE Key Teacher and Business Manager to review spending of the current year's budget and to determine proposed budget for the next year.
- the administration of adequate budgetary commitments for the provision of teacher and student equipment, materials including library resources and software programs, access to the internet and related technology
- a key teacher accepting responsibility for coordinating the selection and purchase of equipment and materials to support the program
- adequate budgetary commitment to ongoing professional development for teachers.

## **8. Parents**

At enrolment interviews, caregivers are informed about curriculum areas making up the school program and studies in which their students will participate.

Both new and existing caregivers of students of the school are given the ongoing opportunity to learn about the key learning area.

This information may be provided:

- parent information nights
- in printed form, through class and school newsletters
- by teachers according to individual need
- internet access to SACSA and LEA website.

## **9. Scope and Sequence – Health & P.E.**

Attached is Good Shepherd's Curriculum Framework Health & P.E. Scope and Sequence.