



St. Mary's Primary School YOUNG

PDHPE POLICY





1. SCHOOL VISION AND MISSION STATEMENT

SCHOOL VISION

We the Christian staff of St. Mary's Primary School, Young, believe that our school is a place where:

- ❖ The whole school community should strive to live out Gospel values...
- ❖ It is recognised that parents are the prime educators of their children and therefore an environment is provided whereby parents can make a valuable contribution to school life...
- ❖ Teachers and parents have the opportunity to work together for the development of the children...
- ❖ A climate of prayer is encouraged and where Christian values such as love, trust, faith, truth and justice are integral parts of the lives of the children...
- ❖ The individuality of all children is recognised, valued and nurtured...
- ❖ We encourage the development of the children's talents and gifts by offering challenges which will help the children attain academic, spiritual, cultural and sporting goals appropriate to their ability...
- ❖ Opportunities are provided for children to develop self-discipline and respect for others...
- ❖ Realistic participation in worthwhile community activities is encouraged.

ST. MARY'S MISSION STATEMENT

“Following the example of Mary, our Mother we strive for the growth of each individual through excellence in Catholic Education in a spirit of love and service”.

In accordance with the School Vision and Mission Statement, our PD/H/PE policy recognizes that:

It is important for each student to develop knowledge, skills and attitudes that are needed to understand value and lead healthy and fulfilling lives. As a result, the staff of St Mary's Primary School hopes that the children will adopt a responsive and productive role in society.

We aim to create in our schools an awareness of being called to improve society, just as

Jesus did, by helping students operate flexibly, autonomously and responsibly. We seek to develop within students, positive feelings towards themselves, other people and the environment, by inspiring an awe of God's creation and an understanding of themselves as unique persons, with a responsibility to protect and nurture the environment.

2. EXIT OUTCOMES

Children completing their education at St. Mary's Young will have been given the opportunity to be:

SPIRITUALLY ALIVE

- prayerful
- know about God and His relationship with themselves and others.
- hopeful
- gain an understanding of Catholic traditions, values and teachings
- witnesses of their faith
- unique creations of God

HEALTHY

- physically active
- appreciative of themselves and their abilities
- responsible for choosing what is best for them
- productive users of leisure time including relaxation
- decision makers who can choose healthy options to enhance a healthy lifestyle and good well being.

INDEPENDENT PEOPLE

- creative
- critical thinkers
- risk takers
- researchers
- problem solvers
- recognisers of own strengths and weaknesses

SKILLED COMMUNICATORS

- orally
- in written language
- critical interpreters of visual media
- socially
- technologically

WELL BALANCED

- joyful
- cooperative
- secure
- decision makers
- interested
- tolerant
- achieving

RESPONSIBLE

- community members
- in school and home environments
- towards others
- for actions
- interdependent citizens
- for their lives and able to contribute to the society in which they live

CARETAKERS OF THE ENVIRONMENT

- appreciation of and responsibility for the natural environment
- knowledgeable
- actively aware
- in harmony with our environment

In particular reference to PD/H/PE after seven years of primary schooling at St Mary's the students should have gained experience in:

Subject Matter

- Leading an active lifestyle
- Dance movements
- Performing fundamental movements in games and sports
- Identifying the similarities and differences in growth and development
- Performing basic movements in Gymnastics
- Identifying how individuals care for themselves and others
- Choosing the right health choice for themselves
- Demonstrating safe living

Knowledge and Understanding of:

- ways in which individuals grow, change and develop.
- how individuals develop and maintain positive relationships with others,
- how individual choices and health practices impact on personal and community well-being,
- the role physical activity plays in contributing to healthy lifestyles,
- how to develop and improve a range of games and sports skills,
- the capabilities of their bodies as they move in space, time and with others,
- dance as a form of communication and self-expression.

Skills to:

- communicate effectively with others,
- interacting positively with others and the environment,
- decision making in the context of developing healthy life-styles,
- problem solving as an individual and with others,
- moving with competence and confidence,
- esteem building for self and in others.

Values and Attitudes:

- their own worth and dignity as individuals,
- respect for the right of others to hold different values and attitudes from their own,
- a sense of belonging,
- a sense of responsibility for personal and community health,
- a willingness to participate in regular physical activity,
- a commitment to realising their full potential.

3. RATIONALE

The school community of St Mary's understands that Personal Development, Health and Physical Education are an important key learning area in the primary curriculum. This area of study will provide the students with the knowledge and practical skills necessary for them to be active, responsible and informed decision makers.

PD/H/PE is an important key learning area within the primary curriculum as it:

- Encourages an understanding and valuing of self and others
- Promotes physical activity
- Emphasises informed decision making leading to effective and responsible action
- Encourages physical, social, cognitive and emotional growth
- Encourages the development and maintenance of positive interpersonal relationships
- Promotes the factors influencing personal health choices
- Emphasises living and learning in a safe secure environment
- Encourages the adoption of an active lifestyle
- Develops fundamental movement patterns and coordinated actions of the body
- Promotes skills that enable action for better health and movement outcomes

(P6 -8 Personal Development, Health and Physical Education Syllabus)

At St. Mary's we recognise that every child is unique and we aim to provide a friendly, caring learning environment, which fosters the development of every child, and challenges them to fulfil their potential in the pursuit of success in PD/H/PE.

4. ACROSS CURRICULUM PERSPECTIVES

As a Catholic School we value all members of the community. Teachers at St Mary's endeavour to address 'across curriculum perspectives' where pertinent within their daily teaching program.

CATHOLIC ETHOS AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that our Catholic Ethos should permeate all that we do. Therefore teachers:

- Reflect Gospel values through all facets of the classroom.
- Use Personal Development, Health and Physical Education to explore the Gospel message.
- Encourage the children to respect the work of others.
- Provide different opportunities for each individual student to express their thoughts, feelings and spirituality.
- Emphasise a reverence of life in all its forms.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that through PD/H/PE all students can gain an appreciation, respect and sensitivity for Indigenous Australians. Therefore teachers:

- Provide students with opportunities to gain an appreciation and respect for the uniqueness of culture within Indigenous groups.
- Where possible include Indigenous community members to enhance students understanding of Indigenous culture.
- Where appropriate, actively involve Aboriginal sporting identities, dance groups, storytellers and community members.
- When incorporating Aboriginal and Torres Strait Islanders perspectives in units of work, teachers should ensure that such perspectives are accurate and do not stereotype.

AUSTRALIAN EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that the students need to learn all that is necessary to be active and informed citizens in their own society and country. Therefore teachers:

- Need to provide an environment where the students are able to value their own background and experiences therefore influencing their participation in the Australian Community.

- Aim to develop an understanding of the interacting factors that cause poverty, injustice, inhumanity and conflict in our own country.

ENVIRONMENT EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that PD/H/PE provides avenues for students to appreciate, understand and learn more about the environment. Therefore teachers:

- Will enable students to learn to identify safe features, places and environments, and develop knowledge of relations between these features, places and environments.
- By investigating components of environments, it will encourage students to learn about the impact of human activity on environments and how environments affect human behaviour.

GENDER EQUITY AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's Gender Equity Education is about excellence in the schooling for all individual students. Therefore teachers should:

- Establish a cooperative learning environment that allows all students to experience success.
- Provide opportunities for active participation, encouraging student's expression of individual thoughts, feelings and opinions.
- Recognise, value and address the differing interests and experiences of all students.
- Research and acknowledge the gender roles of both males and females throughout Australian Sporting history, noting significant Australian role models from both genders.
- Provide a positive message about gender so that students learn effectively and feel good about themselves.
- Ensure that the needs, interests and experiences of all students are catered for when choosing curriculum content.

INFORMATION COMMUNICATION AND TECHNOLOGY AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that ICT plays a significant role in the acquisition of information for PD/H/PE. Therefore teachers:

- Provide an opportunity for students to develop skills that enable them to acquire information from relevant resources.
- Through learning experiences developed from the syllabus, encourage students to have the skills to locate, select and critically evaluate sources of information, using written, oral, visual and electronic texts.
- Use a variety of sources such as the Internet, e-mail, reference texts, original sources, computer technology, web quests, telecommunications, people and the media.

LITERACY EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that literacy plays an important part in obtaining and retaining information in all learning areas. Therefore teachers:

- Provide a variety of reading strategies to gather information for appropriate topics in order to explore and evaluate texts.
- Enable students to explore different text types through reading, viewing, writing, listening to and talking about a range of subject matter.
- Engage in collaborative group work opportunities which will allow them to develop confidence and competence in using language.

MULTICULTURAL EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we recognise that the fundamental aspects of culture can be explored through PD/H/PE. Studies through PD/H/PE enable students to appreciate how important features of their own culture and those of others are expressed.

Therefore teachers:

- Enable students to understand the diverse cultures of Australia and their origins including the shared Australian culture. They need to appreciate that cultures are dynamic and evolve overtime.
- Enable students to develop an understanding about themselves as both individuals and members of groups. Allowing them to identify and appreciate human similarities and differences.
- Develop the student's acceptance that culture is transmitted by the shared understandings and practices of various groups based on language religion and beliefs system, education, moral and ethic codes, the arts, symbols, customs, rituals and practices.

SPECIAL NEEDS EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's the outcomes of the Special Needs perspective emphasise the ability of students with a wide range of individual differences to participate and succeed in many aspects of learning.

Therefore teachers:

- Will provide an environment in which the individual is empowered to challenge their learning in PD/H/PE.
- Will build upon the children's skills and experience
- Enhance self esteem by enabling students to develop competencies.
- Vary assessment procedures in recognition of individual differences.
- Encourage independence in learning
- Will provide an opportunity for all students to participate equally in class activities
- Will address all students' individuality catering for differing learning styles.
- Are aware of the supplementary resources available for specific requirements.

WORK EDUCATION AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that work education helps students make informed decisions about school and post – school options by developing their skills, attitudes and knowledge. Therefore teachers:

- Provide students with guest speakers from the local community who will promote an awareness of the importance of health and safety around our district.
- Encourage students to learn about their needs and wants, and how interacting with other people in social and economic systems contributes to society. Through this interaction it is hoped that they will develop understandings about roles, rights and responsibilities.

GLOBAL PERSPECTIVES AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we believe that Global Perspectives play an important role in the understanding that we live in an inter-dependent world.

Therefore teachers:

- Help students recognise the global connections in their everyday life.
- Develop an awareness and understanding of life experienced by societies different from their own.

SOCIAL JUSTICE PERSPECTIVES AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's we feel that social justice is very important in ensuring that the individuality of each student is recognized, valued, nurtured and respected.

Therefore teachers:

- Develop knowledge that each individual has certain rights and responsibilities.
- Encourage a concern for the welfare, rights and dignity of all people.
- Encourage collaborative teamwork within their classrooms.
- Offer positive role models of fairness and justice.
- Ensure that teaching and learning strategies provide equality for learners and are appropriate to their requirements.

FUTURES PERSPECTIVES AND PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

At St. Mary's in PD/H/PE we aim to provide students with the knowledge, values and skills that they can use to create a healthy and safe future for themselves and others.

Therefore teachers:

- encourage flexibility to handle and cope with change.
- Develop an awareness of where we have come from and the possibilities for the future.
- Encourage planning and research skills to handle future situations, developing skills such as, problem-solving, decision making, interacting and communicating.

The presence of these perspectives across all learning areas assists all students to develop knowledge, skills attitudes and behaviours in areas that are important to their successful participation in society.

5. OUTCOMES

St Mary's PD/H/PE Policy and programs are directly linked to the *NSW Board of Studies PD/H/PE K-6 Syllabus and Modules Documents*.

Knowledge

Students will develop their knowledge and understanding of:

- **Active Lifestyle** – is concerned with students adopting activity patterns that promote their well being. (p10. PD/H/PE Syllabus)
- **Dance** – develops the ability of students to communicate and express themselves through movement and their confidence to participate in dance activities. (p10. PD/H/PE Syllabus)
- **Games and Sports** – develops each student's competence and confidence in a broad range of games, sports and physical activity. (p10. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Growth and Development** - develop each students understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur throughout the cycle of people's lives. (p10. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Gymnastics** - to promote initial movement exploration leading to the exploration and demonstration of how the body moves. (p10. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Interpersonal Relationships** - to develop an understanding of the nature of relationships. (p10. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Personal Health Choices** - process of making lifestyle decisions and putting them into practice e.g. nutrition, hygiene. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Safe Living** - to promote the protection of individuals through the promotion of safe environments and practices. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)

Skills

Students will develop skills in the following:

- **Communicating** - Develop a variety of skills for communicating: being able to express needs, wants, feelings, ideas and opinions. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Decision Making** - Develop decisions making skills in the context of making healthy personal and lifestyle choices. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Interacting** - Relating positively to others and the environment. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Moving** – Develop the ability to: move effectively in response to variety of stimuli; participate regularly in a range of games and sports and demonstrate mastery of fundamental movement skills. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)
- **Problem Solving** - Develop problem solving skills through gathering, observing, questioning and researching. (p11. PD/H/PE Syllabus NSW Board of Studies 1999)

Values

Throughout the years of primary schooling students will develop an appreciation and commitment to healthy and socially just ways of living. The following outcomes apply at all stages.

A student:

- V1 – refers to a sense of their own worth and dignity
- V2 - respects the right of others to hold different values and attitudes from their own
- V3 – enjoys a sense of belonging
- V4 – increasingly accepts responsibility for personal and community health
- V5 – willingly participates in regular physical activity, and
- V6 – commits to realising their full potential

(p17. PD/H/PE Syllabus NSW Board of Studies 1999)

The following Outcomes, which are used within all programming in Personal Development, Health and Physical Education have been directly taken from the NSW Board of Studies – PD/H/PE Syllabus and Modules Document 1999.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

| Strands and Sub strands | Early stage1 | Stage1 | Stage2 | Stage3 |
|----------------------------------|--|---|---|--|
| Skills | | | | |
| <i>Communicating</i> CO | COES1.1 Expresses feelings, needs and wants in appropriate ways. | COS1.1 Communicates appropriately in a variety of ways. | COS2.1 Uses a variety of ways to communicate with and within groups. | COS3.1 Communicates confidently in a variety of situations. |
| <i>Decision Making</i> DM | DMES1.2 Identifies some options available when making simple decisions. | DMS1.2 Recalls past experiences in making decisions. | DMS2.2 Makes decisions as an individual and as a group member. | DMS3.2 Makes informed decisions and accepts responsibility for consequences. |
| <i>Interacting</i> IN | INES1.3 Relates well to others in work and play situations. | INS1.3 Develops positive relationships with peers and other people. | INS2.3 Makes positive contributions in group activities. | INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations. |
| <i>Moving</i> MO | MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences. | MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations. | MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations. | MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations. |
| <i>Problem Solving</i> PS | PSES1.5 Seeks help as needed when faced with simple problems. | PSS1.5 Draws on past experiences to solve familiar problems. | PSS2.5 Uses a range of problem-solving strategies. | PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems. |

| Content | | | | |
|---|--|---|--|---|
| <i>Active Lifestyle</i> <i>AL</i> | ALES1.6 Develops a repertoire of physical activities in which they can participate. | ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health. | ALS2.6 Discusses the relationship between regular and varied physical activity and health. | ALS3.6 Shows how to maintain and improve the quality of an active lifestyle. |
| <i>Dance</i> <i>DA</i> | DAES1.7 Moves in response to various stimuli. | DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns. | DAS2.7 Performs familiar movement patterns in a variety of dance situations. | DAS3.7 Performs a range of dance styles and sequences confidently. |
| <i>Games & Sports</i> <i>GS</i> | GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment. | GSS1.8 Performs fundamental movement skills with equipment in minor games. | GSS2.8 Participates and uses equipment in a variety of games and modified sports. | GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules. |
| <i>Growth & Development</i> <i>GD</i> | GDES1.9 Identifies how people grow and change. | GDS1.9 Describes the characteristics that make them both similar to others and unique. | GDS2.9 Describes life changes and associated feelings. | GDS3.9 Explains and demonstrates strategies for dealing with life changes. |
| <i>Gymnastics</i> <i>GY</i> | GYES1.10 Performs basic movement patterns to show actions of the whole body. | GYS1.10 Follows a simple sequence that links basic movement patterns. | GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements. | GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences. |
| <i>Interpersonal Relationships</i> <i>IR</i> | IRES1.11 Identifies how individuals care for each other. | IRS1.11 Identifies the ways in which they communicate, cooperate and care for others. | IRS2.11 Describes how relationships with a range of people enhance well-being. | IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships. |
| <i>Personal Health Choices</i> <i>PH</i> | PHES1.2 Displays basic positive health practices. | PHS1.12 Recognises that positive health choices can promote well-being. | PHS2.12 Discusses the factors influencing personal health choices. | PHS3.12 Explains the consequences of personal lifestyle choices. |
| <i>Safe Living</i> <i>SL</i> | SLES1.13 Demonstrates a developing awareness of the concepts of safe and unsafe living. | SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others. | SLS2.13 Discusses how safe practices promote personal well-being. | SLS3.13 Describes safe practices that are appropriate to a range of situations and environments. |

6. COURSE DESCRIPTION – TIME ALLOCATION

At St. Mary's we have devised a Scope and Sequence of PD/H/PE based on a yearly cycle, focusing on strands. All of the units within the Scope and Sequence have come directly from the *NSW Board of Studies PD/H/PE Syllabus and Module Document*. The units that have been chosen cover all Content Strands and Skill outcomes. All teachers then plan and programme units of work using the outcomes and indicators directly from this document. As our School structure is a yearly cycle we cover all units from the PD/H/PE Modules document. We encourage teachers to look at the previous year's planned unit and encourage all teachers to further extend and reinforce prior knowledge in all areas.

When programming units of work teachers should;

- “cater for the diversity of student learning needs,
- incorporate a sequence of learning experiences that enable students to achieve the outcomes;
- include a variety of challenging learning experiences that develop students' confidence, enthusiasm, enjoyment and independence in their learning;
- focus on the development of knowledge, understanding and skills most relevant to students.”

(P.52 PD/H/PE Syllabus Document. NSW Board of Studies)

TIME ALLOCATION

It is expected at St Mary's Primary School, that PD/H/PE be taught in all stages for approximately:

- Physical Education (PE and Sport) –
Early Stage One and Stage One - approx. 70 -80 minutes per week.
Stage Two and Stage Three – approx 80 – 90 minutes per week.
- Personal Development/Health-
Early Stage One and Stage One - approx. 30 - 40 minutes per week.
Stage Two and Stage Three – approx 40 – 50 minutes per week.

7. SCOPE AND SEQUENCE OF CONTENT

| Year Cycle | Term One | Term Two | Term Three | Term Four |
|--|---|--|--|--|
| Early Stage One | | | | |
| Health /Personal Development OUTCOMES | <u>Growth and Development</u> I am Special GDES1.9 COES1.1 V1 | <u>Interpersonal Relationships</u> Me and My Friends IRES1.11 INES1.3 COES1.1 V3 | <u>Personal Health Choices</u> Healthy Habits PHES1.12 DMES1.2 V4 | <u>Safe Living</u> Play It Safe SLES1.13 COES1.1 INES1.3 DMES1.2 V4 |
| Physical Education | <u>Games and Sport</u> Let's Play Games (Aquatics component only) GSES1.8 MOES1.4 V5 <u>Active Lifestyle</u> Enjoying being Active AL ES1.6 MOES1.4 V5 | <u>Games and Sport</u> Getting Started GSS1.8 MOS1.4 V1 | <u>Dance</u> Moving Around DAES1.7 MOES 1.4 PSES 1.5 V5 | <u>Gymnastics</u> Move and Explore GYES 1.10 MOES1.4 V5 <u>Games and Sport</u> Getting Started GSS1.8 MOS1.4 V1 |

| Year Cycle | Term One | Term Two | Term Three | Term Four |
|--|---|--|---|--|
| Stage One | | | | |
| Health /Personal Development Outcomes | <u>Interpersonal Relationships</u> Getting along with others. IRS1.11 INS1.3 COS1.1 V1 V3 | <u>Growth and Development</u> There is Only One Me GDS1.9 COS1.1 INS1.3 V1 V3 | <u>Safe Living</u> Watch Your Step SLS1.13 COS1.1 INS1.3 DMS1.2 V4 | <u>Personal Health Choices</u> Keeping Myself Healthy PHS1.12 DMS1.2 V4 |
| Physical Education | <u>Games and Sport</u> Getting Started (Aquatics Component only) GSS1.8 MOS1.4 V1 <u>Active Lifestyle</u> Let's Move ALS.6 MOS1.4 V5 | <u>Games and Sport</u> Getting Started GSS1.8 MOS1.4 V1 | <u>Dance</u> Let's Dance DAS1.7 MOS 1.4 INS1.3 V5 | <u>Gymnastics</u> Hop, Step and Jump GYS 1.10 MOS 1.4 V5 |

| Year Cycle | Term One | Term Two | Term Three | Term Four |
|-------------------------------------|--|---|--|---|
| Stage Two | | | | |
| Health /Personal Development | <u>Interpersonal Relationships</u> Building My Network | <u>Safe Living</u> Safety First | <u>Personal Health Choices</u> Daily Decisions | <u>Growth and Development</u> My Growing Self |

| | | | | |
|---------------------------|--|--|--|--|
| Outcomes | IRS2.11 COS2.1 DMS2.2 V1 V2 | SLS2.13 PSS2.5 DMS2.2 COS2.1 V4 | PHS2.12 DMS2.2 V4 | GDS2.9 INS2.3 COS2.1 V2 |
| Physical Education | <u>Games and Sport</u> Enjoying the Game (Aquatics component only) GSS2.8 MOS2.4 V6 V5 <u>Active Lifestyle</u> On the Go AL2.6 MOS2.4 V5 | <u>Games and Sport</u> Enjoying The Game GSS2.8 MOS2.4 V6 V5 | <u>Dance</u> Dance with Confidence DAS2.7 MOS2.4 PSS2.5 DMS2.3 V5 V6 V3 | <u>Gymnastics</u> Tumble and Turn GYS2.10 MOS2.4 V5 <u>Games and Sport</u> Enjoying The Game GSS2.8 MOS2.4 V6 V5 |

| Year Cycle | Term One | Term Two | Term Three | Term Four |
|-------------------------------------|---|---|---|---|
| Stage Three | | | | |
| Health /Personal development | <u>Interpersonal Relationships</u> Playing My Part | <u>Personal Health Choices</u> Considered Choices | <u>Growth and Development</u> Getting it Together | <u>Safe Living</u> Safety First |
| Outcomes | IRS3.11 INS3.3 COS3.1 DMS3.2 V2 | PHS3.12 DMS3.2 V4 | GDS3.9 INS3.3 DMS3.2 V3 V2 | SLS3.13 DMS3.2 PSS3.5 COS3.1 V4 |
| Physical Education | <u>Games and Sport</u> Playing the Game (Aquatics component only) GSS3.8 MOS3.4 V6 V5 <u>Active Lifestyle</u> Keeping Active and Happy ALS3.6 MOS3.4 V5 V6 | <u>Games and Sport</u> Playing the Game GSS3.8 MOS3.4 V6 V5 | <u>Dance</u> Dance with Style DAS3.7 MOS3.4 INS3.3 PSS3.5 V5 V6 V3 | <u>Gymnastics</u> Swing into Gymnastics GYS3.10 MOS3.4 V5 <u>Games and Sport</u> Playing the Game GSS3.8 MOS3.4 V6 V5 |

8. AGREED TEACHING AND LEARNING PRACTICES

Our aim at St. Mary's is to plan units of work in PD/H/PE which follow sequentially across the stages and integrate with other key learning areas, where possible. Teachers at St Mary's, programme teaching and learning outcomes and indicators from the *NSW Board of Studies PD/H/PE Syllabus*.

We at St. Mary's agree that in our teaching and learning we will engage students in:

- Developing their knowledge and understanding of appropriate content strand areas
- Developing communication, decision making, interacting, moving and problem solving skills.
- 'Hands-on' experiences to compliment other teaching and learning strategies.
- Promoting participation in sporting and healthy activities – For example:
Use a variety of instructional methods will be used so that students may acquire valid information on which to base decisions concerning their personal well being both now and in later life. These will include instruction, discussion, media presentation, and a variety of student activities including research and inquiry.
- Decision making through group work, role play and problem solving in social situations.
- Physical Education and Dance enabling students to acquire skills through natural movements and develop physical fitness through endurance, flexibility and strength activities. Interpreting ideas and feelings through movement will enable students to develop skills in expression.
- Physical challenges that are within their ability and provide them with a sense of achievement.
- A classroom characterized by safety and security as well as a challenge where communication between children and teacher is warm, encouraging and friendly.
- Activities provided with a view to strengthening a sense of personal worth.
- The general school environment, reflecting the school's commitment to the development of a healthy lifestyle.
- An integrated curriculum
- The opportunity to use a variety of sporting equipment. This aids the development of the essential skills of:
 - performing with confidence
 - moving with competence
 - composition of movement
 - throwing with accuracy
 - running with balance
 - developing teamwork
 - understanding fair play

St. Mary's offers the students the opportunity to participate in:

- Biannual Visit to Life Education Van (or annually if possible.)
- Centacare or Community Health Sexuality Information Nights
- School Based Sports

- Elective Sports Years 3 to 6 (Term 4)
 - Representative Sport
 - Whole School Production (Biannual – odd years) – Dance
 - Wakakirri (Biannual – even years) – Dance
 - School Discos - Dance
- An invaluable resource regarding Teaching and Learning Strategies is the *Archdiocese of Canberra and Goulburn Treasures New and Old Religious Education Curriculum Teaching Strategies Resource Book*. A variety of strategies are detailed in this book, which are well suited or can be adapted to PD/H/PE.

Again, additional information can be found in the statements about Teaching and Learning of all individual Key Learning Areas, located in St. Mary's Policy and Procedure Manual.

9. ASSESSMENT

Assessing is the process of collecting, analysing, and recording information about student progress towards achievement of syllabus Outcomes and Indicators. Assessment is carried out in order to determine the effectiveness of teaching and learning.

At St Mary's we believe that assessment:

- Should be related to the syllabus content and be based on the syllabus outcomes and indicators, which specify what students know, understand and are able to do in PD/H/PE.
- Procedures should relate to the knowledge and skills that are taught within the PD/H/PE programme.
- Should accurately reflect the students' capabilities.
- Focus on the attitudes and values being demonstrated.
- Should recognise and value the diverse backgrounds and experiences of the students.

We also believe that:

- All teaching and learning activities provide opportunities for assessment of student knowledge and understanding, skills, attitudes and values
- Assessment activities should be constructive; focus on what the children can do, look for strengths and encourage further learning.
- Assessment will require systematic observation of student's work, questioning and appraisal of the products of children's work.
- Assessment will focus on proficiency in using the required skills of PD/H/PE over a period of time
- Teacher's observations will focus on positive achievements
- Teachers will use a range of Assessment strategies to ensure information is gathered and focuses on proficiency in using the required skills pertinent to this key learning area. They include strategies such as:
 - observation
 - listening
 - student - teacher discussions
 - student demonstrations and explanations
 - anecdotal records of student's performance
 - analysing samples of students work
 - formalized testing where deemed appropriate

- Portfolio assessment tasks
 - photographs and videos of activities.
- The Units of work selected across the K-6 classes are sequential and cover the content areas of the curriculum. They have been chosen so as to allow for identifying a student's current achievement and in planning future learning experiences.
 - Integration with other KLA's is seen as an appropriate strategy.

Further information related to assessment strategies in PD/H/PE are outlined on p.54 & 55 of the PD/H/PE *K-6 – Syllabus Document*. Additional information about Assessment at St. Mary's is located in the Assessment Policy (St. Mary's Policy and Procedure Manual – Programming, Assessment and Reporting Policy).

10. REPORTING

As a result of on-going assessment, the progress of a student will be communicated to their parent/guardian in both written and verbal form over the course of the year. At St. Mary's we inform parents/guardians of student's progress in the following ways:

- Parent/teacher/ student conferences are held in Term 1 and Term 3. At these interviews the students have the opportunity to share all of their bookwork and set future learning goals.
- Formal written report at the end of Term 2 and Term 4. Written reports are designed to provide an overview of the child's achievement and efforts across all curriculum areas. The written report form is regularly evaluated to ensure that it is relevant to curriculum development.
- An interview between parents/guardians and the teacher can be made at a mutually convenient time at any time throughout the year.

Reporting at St. Mary's reflects the spirit of the school's mission statement. As such, it should be undertaken in the ways that:

- acknowledge parents rights to be adequately informed of their child's progress.
- are meaningful, appropriate and understandable to the audience;
- are appropriate to the stage of student development;
- seek to build on achievements;
- demonstrate links to stage outcomes;
- foster productive school/home understanding and interaction.

11. EVALUATION

Evaluation is an on going process. This is dealt with through student assessments, anecdotal recording of progress and reporting to parents, teacher's own reflections on their teaching practices, written records and discussions with other staff members. Teacher programme evaluation is an important process used by staff to give insights into future planning.

Teachers need to gather, organize and interpret information in order to make judgments about the effectiveness and appropriateness of:

- plans for the teaching of specific units

- teaching programmes
- teaching strategies and practices
- assessment strategies
- resources
- Staff development

12. RESOURCES

FIRST AID

St Mary's as a staff value the need to be informed and educated on Health Issues that may affect students within our care.

ASTHMA EDUCATION

At St Mary's, we incorporate the teaching of Asthma Education and Awareness through the Personal Health Choices Strand. St Mary's have in place an Asthma Management Plan for sporting activities and excursions. All students with Asthma have a personal management plan, which is located in the Office and notes are made within the Classroom Roll.

FIRST AID TRAINING

The staff of St Mary's participates in regular First Aid Training such as:

- Cardio Pulmonary Resuscitation
- Anaphylaxis Education
- Asthma Education
- Diabetes Information sessions

COMMUNITY HEALTH SERVICES

The Staff of St. Mary's work closely with members of Community Health. The Community Health staff informs us of services offered, such as

- Nutrition
- Speech Pathology
- Occupational Therapy
- Physiotherapy

PHYSICAL EDUCATION

At St. Mary's we have four Sporting House Colours. Each child is a member of a particular Sporting House.

- McGrath – Blue
- McCarthy – Gold
- Finnegan – Red
- O'Dwyer – Green

Physical Education/Sport are held on

- Kinder, Year One and Year Two – Monday and Wednesday
- Year 3 and Year 4 – Tuesday and Thursday
- Year 5 and 6 – Wednesday and Friday

Students are provided with many opportunities to experience, play and represent their Sporting House Colour in many sports. For Example;

- Swimming Carnival
- X-Country
- Athletics
- Novelty Events Carnival (Infants – Term 4)

From these School Based Carnivals the students then have the opportunity to then go and represent their School at Western Region, Archdiocesan, State and National Level.

At St. Mary's students also have the opportunity to represent their school in a variety of sporting fields:

- Soccer – Young Schools Carnival
- Netball – Canberra and Goulburn Carnival , NSW Catholic Schools Championships (Sydney), Boorowa Touch and Netball Carnival
- Rugby League Football – Austag, Inter- School Carnivals, Boorowa Touch and Netball Carnival
- Australian Rules Football – Auskick Program
- Rugby – Inter-Schools Carnival
- Hockey – Inter- Schools Gala Day
- Basketball – NSW Catholic Schools Championships.

In addition to these the Students have the opportunity to individually nominate for Archdiocesan Trials in all sports.

In Term 4, Students in Years 3 – 6 have the opportunity to experience a variety of elective games and sports. Elective sports will be determined by our timetable, availability, cost and student interest. Such sports may include;

- Croquet
- Bocce
- Volleyball
- Tennis
- Table Tennis
- Golf
- Squash

In Term 1, students in Kindergarten will have the opportunity for swimming at the Young Aquatic's Centre. This is also available to Years 1 and 2 in Term 4. This is dependent on our timetable and availability of the facility.

Personal Development, Health and Physical Education K-6 Syllabus. NSW Board of Studies.2001

Personal Development, Health and Physical Education K-6 Modules. NSW Board of Studies.2001

Personal Development, Health and Physical Education K-6 Teaching Kits. NSW Board of Studies.2001

Health and Safety Curriculum. Early Childhood, Intermediate, Primary. Max W. Fischer. Hawker Brownlow Education

Health – Developing awareness of Health and Personal Development. Books 1 -7. Jenni Harrold.

RIC publications.

Other suggested resources:

- Visiting coaching clinics
- Guest speakers
- Staff from Community Health
- Field trips or excursions
- Internet
- Computer programs
- Commercially produced teaching kits
- Library – School and local

Additional Teacher Resource material is available in the PD/H/PE Teacher reference section of the Staff room. Specific Sport Resources are located in the Sports Equipment room located next to the Canteen or in the Hall.