



THE HEALTH & PE POLICY

Rationale

The key learning area of Health and Physical Education draws from the dynamic and multidimensional nature of health and the significance of physical activity in the lives of individuals and groups in our society.

It promotes an understanding of the importance of personal and community actions in promoting health and lifelong participation in physical activity, and of the crucial role that supportive physical and social environments play in the development of the health of individuals and communities.

The Health and Physical Education domain provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural, organisational, physical and natural environments in the pursuit of lifelong involvement in physical activity, health and wellbeing.

Beliefs

At Cana Catholic Primary School we believe that students should acquire:

- knowledge and skills to access the range of information, products, resources and services that promote health, development and participation in physical activity
- 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

Goals

Through learning health students will gain:

- an understanding that health has physical, social and emotional dimensions
- an understanding of the physiological, biological and sociocultural dimensions of movement and fitness
- an understanding of how food provides nutrients for energy and growth, and plays a significant social role in people's lives
- knowledge and skills to select food to promote health and growth

Implementation

● There are two strands in the Health and Physical Education domain:

1. Health knowledge and promotion
2. Movement and physical activity

- Outcomes covered in the (1) Health knowledge and promotion is addressed within the Integrated Curriculum and Pastoral Care Policy.
- The (2) Movement and Physical Activity strand is covered by the Physical Education policy.

Teaching and Learning strategies

Our teaching and learning strategies are outlined:

- In our teaching and learning statement;
- Personal Development program, including Drug Education/Life Skills Program

Reporting student achievement and progress to parents

- Parent Teacher Interviews (formal and informal)
- Topic Outlines which provide outcomes to be addressed each term as directed by the Scope and Sequence
- Written Reports which are sent home each term
- Progress Folders which include work samples across all domains which are sent home each term

Planning Structures

- Fortnightly Facilitated Curriculum Planning
- Level Planning
- Planning Proforma
(Inquiry Model)
- School Based Scope and Sequence Chart Year A / Year B cycle

Resources including Personnel

- Victorian curriculum Health and Physical Education
- Curriculum @ Work
- Get Wise Resource Kit
- Get Real Resource Kit
- Turning the Tide Resource Kit
- Safe from Harm Resource Kit
- The Big Move Resource Kit

- REDI Professional Development Kit
- Curriculum Coordinator

Assessment

- Follow Learning, Teaching & Assessment and Reporting Policy
- In Health, we aim to use a variety of assessment tasks and strategies in conjunction with Victorian Curriculum to cater for the needs of all children
- Students' progress will be monitored and recorded in a variety of ways such as observation, checklists, research tasks and presentation.
- Teachers can use the information from assessment to identify students' strengths and weaknesses and to assist with the development and implementation of the unit

This policy was last reviewed in 2019