Rationale

At St Joseph’s School the domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing. Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Student’s progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes. Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease. The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.
Health and Physical Education

**Belief Statements**

At St Joseph’s School we believe:

- Health promoting activities need to be developed from an early age as Health and Physical Education is a life-long process.
- To improve the quality of their lives children need to know how to look after their bodies and maintain a healthy lifestyle.
- Learning and developing skills in the areas of Health and Physical Education contributes to the development of positive self-esteem and responsibility.
- Children need accurate information about hygiene, food, diet, fitness and all other aspects of health education and physical fitness.
- Children need to be able to deal effectively with challenges. Sport and Physical Education assists children to develop problem solving skills.
- Children need to develop skills in physical education and sport in order to gain enjoyment from their participation in them.
- Sport and physical education activities promote skills of cooperation, sportsmanship and teamwork.
- Children need to learn how to use their leisure time effectively so they do not get caught up in illegal or illicit activity.
- Feeling a sense of connectedness to a community assists in nurturing the wellbeing of individuals.

**Aims**

The Health and Physical Education Program at St Joseph’s School 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.
- An understanding of the physical, social and emotional development across the human lifespan to promote their health and wellbeing.
- Knowledge and skills to plan, implement and evaluate actions to promote the health and safety of individuals, families, groups and communities.
- 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, aquatics, sport, outdoor activities and recreation.
- An understanding of the psychological, biological, and sociocultural dimensions of movement and fitness.
- An understanding of how food provides nutrients for energy and growth, and plays a significant role in people’s lives.
- Knowledge and skills to select foods that will promote health and growth.
- Knowledge and skills to access the range of information, products, resources and services that promote health, development and participation in physical activity.
Health and Physical Education

Program Implementation

Health Education at St Joseph’s School is taught through our Integrated Curriculum – (See Scope and Sequence)

VELS Standards in the Health and Physical Education domain are organised in two dimensions.

Movement and physical activity – from Level 1
Health knowledge and promotion – from Level 3.

Movement and physical activity
The Movement and physical activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Health knowledge and promotion
The Health knowledge and promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

Assessment

At St Joseph’s School, we believe that it is important to use a range of strategies to gather information on student achievement in Health and Physical Education. For example:

- **Written tasks**: Journals/ workbooks, written reports, projects / assignments, structured questions, worksheets, tests, checklists, student reflections, media files, creative writing.
- **Oral tasks**: Role plays, interviews, class/small group discussions, oral reports, questions and answers, Powerpoint presentations, peer coaching, feedback specific to skill criterion sheets.
- **Creative tasks**: Posters, pamphlets, concept mapping, models, script writing, investigations, community research, internet research, problem solving.
- **Practical testing**: Observation of performance, skill testing, peer presentation, skill testing, fitness testing.
- **Self and Peer assessment**: Assessment sheets, journal entries, student reflections, video analysis.

Evaluation

The evaluation of our Health and Physical Education program and policy will consist of the following components:

- Further professional development for staff that examines current practice in the light of most recent theories of learning in this domain.
- A critical examination of the current policy, it’s relationship to other policies and in the light of information gained from the components in the evaluation process.
- A full review of the planning process used within our Integrated Curriculum.