

# **ST. PHILIP NERI CATHOLIC SCHOOL**

## **Personal Development/ Health/ Physical Education**

### **1. INTRODUCTION:**

St. Philip Neri Catholic School, Northbridge has adopted the Board of Studies NSW K-6 PDHPE Syllabus (1999). Teaching and Learning in the PDHPE Key Learning Area is based on this document.

The subject matter of K-6 PDHPE is organised into eight interrelated content strands. They include: Active Lifestyle (AL); Dance (DA); Games and Sports (GS); Growth and Development (GD); Gymnastics (GY); Interpersonal Relationships (IR); Personal Health Choices (PH) and Safe Living (SL).

In order for students to achieve the outcomes of the K-6 PDHPE Syllabus it is essential that teaching and learning occur in each of the above strands in each stage of primary education. There are five essential skills that students should develop across the stages of learning. They are communicating (CO); Decision Making (DM); Interacting (IN); Moving (MO); Problem Solving (PS) and Values and Attitudes (V). The essential requirements of the K-6 PDHPE Syllabus are reflected in the School Scope and Sequence (Appendix 1).

### **2. PURPOSE / RATIONALE:**

St. Philip Neri Catholic School, Northbridge has developed this Policy to support:

1. the understanding that the PDHPE Key Learning Area makes a unique contribution to the development of the whole person including the social, mental, physical and spiritual dimensions of health and well-being.
2. school planning and decision-making in K-6 PDHPE; this Policy will establish a sound philosophical and organisational basis for developing, implementing and evaluating learning experiences and assessing student achievement of syllabus outcomes.
3. the Diocesan Strategic Plan in striving towards excellence in teaching and learning in K-6 PDHPE.
4. the Diocesan Mission Statement and its call to every member of the Diocese to transform society through the power of the Gospels under the four mission areas of: Community Life and Mission; Catholic Education and Personal Faith Development; Service and Social Justice; and, Diocesan Leadership and Community Support.
5. the School's Mission Statement.

### **3. AIM:**

The aim of the K-6 PDHPE Syllabus is to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy, active and fulfilling lives. It will form the basis for students to adopt a responsible and productive role in society.

#### 4. BELIEFS ABOUT TEACHING AND LEARNING IN K-6 PDHPE:

Our school believes if our students are to become happy, healthy, responsible and productive people of God in our society, that they need to develop relevant knowledge, skills and values. Learning in PDHPE is important for our students because it :

- encourages an understanding and valuing of oneself and others;
- develops an ability in students to make informed decisions in their lives; and,
- promotes lifelong involvement in physical activity.

We believe learning in PDHPE is concerned with :

- physical, social, cognitive and emotional growth and development patterns;
- the development and maintenance of positive interpersonal relationships;
- the facts influencing personal health choices;
- living and learning in a safe, secure environment;
- the adoption of an active lifestyle;
- fundamental movement patterns and co-ordinated actions of the body; and,
- skills that enable action for better health and movement outcomes.

#### 5. RELIGIOUS DIMENSION:

The Religious Dimension of the PDHPE Key Learning Area is explored in Appendix 14

**Reference:** Catholic Education Commission, NSW, 1993, *Towards Wholeness – A Catholic Perspective on PDHPE, Years 7-10.*

#### 6. REFERENCES:

6.1	Implementation of K-6 PDHPE	Appendix 1
	- time allocation and program organisation	
	- facilities/resources	
6.2	Programming in PDHPE	Appendix 2
6.3	K-6 PDHPE Scope and Sequence Plan	Appendix 3
6.4	K-6 Sport Scope and Sequence Plan	Appendix 4
6.5	PDHPE Stage Overview	Appendix 5
6.6	Assessment, Recording and Reporting in PDHPE	Appendix 6
6.7	Teaching the Sensitive Issues within a Catholic Values Perspective	Appendix 7
6.8	Links with Other Policies and Documents	Appendix 8
6.9	A Health Promoting Schools Approach	Appendix 9
6.10	Resource Management	Appendix 10
6.11	Safety and Physical Activity	Appendix 11
6.12	PDHPE Action Plan/Timeline	Appendix 12
6.13	Use of Outside Agencies and Personnel	Appendix 13
6.14	Religious Dimension	Appendix 14

#### 7. EVALUATION:

Effective teaching and learning in PDHPE and Sport requires effective planning, programming, assessing and reporting practices. The quality of these practices is further enhanced when evaluation procedures that focus on improvement are in place.

Policy and Program Evaluation at St. Philip Neri Catholic School, Northbridge is an ongoing process. This Policy is to be reviewed in 2014.

## 8. SAFETY AND PHYSICAL EDUCATION

St. Philip Neri Catholic School, in accordance with the NSW Board of Studies PDHPE Syllabus, promotes safe participation in physical activity. To minimise the risk of injury, children are exposed to a developmentally appropriate sequence of learning experiences.

Students are given adequate instruction and practice before participating in activities that have an element of risk. Warm up and warm down routines are taught and incorporated in every movement lesson. Dangerous exercises are avoided, including those that place excessive strain on the body.

The learning environment will promote safety, with facilities and equipment being well maintained.

Teachers will make themselves aware of the special medical needs of students in their class and how to manage these situations.

Date of Policy: September 2005  
Revision date: September 2014  
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Principal:  
Date: