

# St Aloysius Catholic Primary School Chisholm



## PDHPE Policy

Last Reviewed 2015

Next Review 2019

## **ST ALOYSIUS CATHOLIC PRIMARY SCHOOL VISION**

***At St Aloysius Catholic Primary School we are called to be the face of Christ through living, loving and learning together. We dare to empower all to wonder, hope, thrive and be proud witnesses of our faith.***

### **RATIONALE**

In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. PDHPE programs play a unique role in the development of students' knowledge, understandings and practical skills that lead to better health.

PDHPE is an important key learning area at St Aloysius as it:

- encourages an understanding and valuing of self and others
- promotes physical activity
- emphasises informed decision making leading to effective and responsible action

Teachers at St Aloysius recognise our role in promoting the development of the knowledge, understanding and skills that lead to better health. We provide a supportive environment in which students learn the importance of maintaining their mental, physical, social and spiritual wellbeing.

### **Catholic Dimension**

Catholic Schools have a particular task of offering quality education in all areas of the curriculum and presenting that quality education as an expression of the Catholic worldview.

Every curriculum area that is taught within a Catholic School has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills and fostering attitudes and values that are life-giving and that assist young people to search for meaning and truth.

The Catholic worldview is a comprehensive perception of the universe revealed in Jesus that provides insights into the meaning of life and how to live it.

The Catholic worldview is experiencing life through the eyes of our Catholic faith.

Catholic Schools transform the individual by informing the student about, and forming the student in, the Catholic vision and story. Catholic Schools offer opportunities for students to apply that worldview to all aspects of school life, and life outside school. The task for the teacher in the Catholic School is to ensure that all pedagogical and pastoral decisions in all key learning areas are founded in the Gospel of Jesus Christ and Catholic Social Teaching and offer students the experience and knowledge necessary to develop a distinctive Catholic way of being in and seeing the world.

### **Growth and Development**

As followers of Christ and people made in the image and likeness of God, students must truly value who they are, and feel empowered to develop and become the people God wishes them to be. It is through an individual's valuing and understanding of their intellectual, emotional, social, physical, spiritual and cultural growth and development that they realise and appreciate the gift of their uniqueness in God's sight. The ability of

young people to value themselves as they grow and mature is a true reflection of the value and love God holds for all people.

### **Interpersonal Relationships**

As Christians we cannot consider ourselves to be isolated individuals. Christian growth involves the experience of interaction with other people. Relationships with the people, the events and the things of this world are an essential part of students' growing understanding of themselves. To realise our potential, demands a commitment to the people, events and things of our world. In them, we believe, God may be found.

### **Safe Living**

The story of the Exodus, the Good Samaritan, the stories of healing and the story of Jesus' concern in Gethsemane that his disciples be allowed to go free are just a few of many scripture passages which convey concern for the safety and protection of people. God created humankind with a need for security, peace and love so that these needs would draw us to one another and ultimately back to God.

## **AIM**

At St Aloysius PDHPE is taught to develop in each student K-6 the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. We hope this will form the basis for students to adopt a responsible and productive role in society.

## **OBJECTIVES:**

To develop students':

- appreciation of and a commitment to healthy and socially just ways of living

To develop students' skills in:

- making, communicating and acting upon health decisions
- moving with competence and confidence
- forming and maintaining positive relationships

To develop students' knowledge and understanding about:

- ways to enhance personal and community health and wellbeing
- the composition, performance and appraisal of movement

## **IMPLEMENTATION**

### Personnel

- All class teachers are responsible for the implementation of a structured class programme in line with the BOSTES PDHPE Syllabus.
- Some of the strands in the document can be reasonably integrated into other KLA's.
- Each class has a Crunch and Sip break during the morning session. The children are allowed to have water drink bottles with them in the classroom.
- Teachers and students have access to a variety of equipment and technologies.

- Class programs need to be based upon authentic assessment and knowledge of individual learning needs.
- Students will occasionally participate in short term programs that become available to the school or to enhance skills in a specific sport e.g. ARL Skills Development Program, Soccer Skills School Development Program

The Sports Coordinator will be responsible for:

- Organising school carnivals
- Coordinating school representatives at Regional and Diocesan level
- Organising students to participate in Winter and Summer Trials
- Attending Regional Sports meeting
- Organising nominated Summer trials within the Region
- Outsourcing PDHPE speciality/expert groups, eg. Fit for Life, Primarily Active, NRL etc.
- The school operates a Healthy Canteen run by a Canteen supervisor. The canteen opens each day. We have a Healthy Canteen Policy which is followed by the Supervisor and volunteers.

#### Time Allocation

It is expected that timetabling of PDHPE be allocated 6-10% of the time (1-2 hours) including fundamental movement, personal development and health.

- Classes timetable 1 x 30 to 40 minutes for PDH including Growth and Development, Interpersonal Relationships, Safe Living and Healthy Choices. (The first three weeks of each term is dedicated to teaching Bounce Back!)
- Classes participate in approximately 1 x 60 to 80 minutes of a physical activity which includes Active Lifestyle, Games and Sport, Dance and Gymnastics (Dance and Gymnastics are covered in alternate years)
- Classes are to participate in regular physical activity lessons that include movement skills, general fitness and minor games.
- Classes are to participate in a Sport session each week that includes specific skills and team games.

#### Regular Events

- Sport will be held on Wednesday and Friday each week.
- Our school Swimming Carnival is held in Term 1 and our Cross Country and Athletic Carnival are also currently held in Term 1.

Term 1:	School Swimming Carnival
	Regional Swimming Carnival
	Regional Winter Trials
	Diocesan Swimming Carnival
	Inter-Diocesan Swimming Carnival
	School Athletics Carnival
	School Cross Country
	Diocesan Winter Trials

Term 2:

Polding Winter Trials  
Diocesan Cross Country  
Inter-Diocesan Cross Country

Term 3:

Regional Athletics Carnival  
Diocesan Athletics Carnival  
Inter-Diocesan Athletics Carnival

Term 4:

Summer Trials

## **RESOURCES**

- NSW BOSTES PDHPE K-6 Syllabus and Support Documents (1999)
- Gross motor equipment- bean bags, hoops, domes etc./ Playground Equipment- balance structures/frames
- Bounce Back! Wellbeing and Resilience Program
- Safety Town online resource
- Sporting equipment to support skill development-skiping ropes, hurdles, bats, balls etc.
- Live Life Well @ School Fundamental Movement Skills in Action (2012)
- Diocese of Broken Bay PDHPE Units of Work

## **ASSESSMENT**

Assessment is based on the learning outcomes and content of the PDHPE Syllabus and specifies what students know, understand and are able to do in the art forms. Opportunities for assessment for, as and of learning should be included throughout units of work providing opportunities for:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills

Assessment Strategies should include the following:

- the monitoring of student achievement in relation to outcomes and content of the syllabus
- ongoing feedback to students to improve learning

Each unit of work in PDHPE will include:

- An assessment of learning task per unit of work. E.g skill acquisition checklist and work samples
- Students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- Reviewing student reflections about what they have learnt and how to improve.

Teachers will maintain a record of student achievement. These assessment data records are to be maintained for the calendar year.

## **REPORTING**

The school report (Maitland Newcastle Catholic Diocesan format) makes provision for the PDHPE stands. Reports are provided to parents at the end of Semester One and again at the end of Semester Two. Teachers use students' work samples and anecdotal records of skills demonstrations to assess outcomes and standards and report using the A-E Common Grade Scale.

## **BUDGET**

Appropriate funds will be allocated annually from the school budget to allow for the successful implementation of this policy. Staff will prioritise the purchase of resources that are necessary to effectively implement the PDHPE Syllabus and units of work.

Each year the school will allocate funding for the purchase of PDHPE Resources and sporting equipment to be used on the playground during recreational play as well as use in structured class lessons.

A school levy will be paid to the Regional Sports Association for each child 8 years and over enrolled at the school.

If we have an outside group come in to do a block of Physical Activity with the children, the parents contribute the payment for their child

## **EVALUATION**

This policy will be reviewed every four years in keeping with the school policy review schedule or when Board of Studies or system requirements require a review