



# ST JOHN FISHER CATHOLIC SCHOOL

## Personal Development, Health & Physical Education Policy

### INTRODUCTION

St John Fisher Catholic School, Tumby Umbi 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 & Sports (GS); Growth & 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 occurs 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 E](#)).

### PURPOSE/RATIONALE

St John Fisher Catholic School, Tumby Umbi has developed this Policy to support:

- 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;
- 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;
- the Diocesan Strategic Plan in striving towards excellence in teaching and learning in K-6 PDHPE;
- 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 & Mission; Catholic Education & Personal Faith Development; Service & Social Justice; and, Diocesan Leadership & Community Support;
- the School's Mission Statement.

### 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.

### 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.

## **RELIGIOUS DIMENSION**

The religious dimension of PDHPE Key Learning Area is explored in Appendix A and teaching the sensitive issues within a catholic values perspective is explored in [Appendix B](#) .

## **REFERENCE**

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

## **OUTCOMES**

PDHPE Policy expectations for the following have been outlined in [Appendix C](#)

Students  
Principals  
Teachers  
Key Reference Teacher/Learning Team  
Parents/Caregivers.

## **REQUIREMENTS**

- teachers will program Personal Development, Health and Physical Education according to the NSW Board of Studies *Personal Development, Health and Physical Education K-6 Syllabus* document and the requirements within this policy statement ([Appendix D](#));
- learning activities within individual programs should allow modification for those students with learning difficulties, as well as extension for those students who are talented in the curriculum area of Personal Development, Health and Physical Education;
- teachers are to plan units of work so that students are given access to subject matter across all eight content strands of the Personal Development, Health and Physical Education Syllabus within each learning stage ([Appendix E](#) & [Appendix F1](#) and [F2](#));
- content from the Personal Development, Health and Physical Education Syllabus must be taught within each school term of the year ([Appendix G1](#), [G2](#) and [G3](#));
- when assessing, recording and reporting on student achievement of Personal Development, Health and Physical Education outcomes, teachers to give consideration to the needs of the students and the appropriateness of the outcomes ([Appendix H](#));
- time allocation within the timetable and program organization is to be considered when implementing the PDHPE syllabus ([Appendix I](#));
- teachers will take into account linking with other school and diocesan policies ([Appendix J](#));
- complying with the Health Promoting Schools Concept according to the NSW Board of Studies K-6 Syllabus ([Appendix K](#));
- when planning units of work, teachers to consider implementing activities that will allow students from backgrounds that have different cultural, religious and family practices from the majority of students within our school community, the chance to share and be proud of their heritage wherever and whenever possible. These activities, where possible, to also involve members of the student's extended family and use of outside agencies and personnel ([Appendix L](#));
- the Key Reference Teacher to support the learning of PDHPE in the school ([Appendix M](#));

- requirements of the Occupational Health and Safety Guidelines when planning and conducting Personal Development, Health and Physical Education activities to be taken into account ([Appendix N](#)).

## **REFERENCES**

- The Religious Dimension of PDHPE [Appendix A](#)
- Teaching the Sensitive Issues within a Catholic Values Perspective [Appendix B](#)
- Outcomes [Appendix C](#)
- Programming in PDHPE [Appendix D](#)
  - Child Protection Program
  - Drug Education
- K-6 PDH Scope & Sequence Plan [Appendix E](#)
- K-6 PE/Sport Scope & Sequence Plan [Appendix F1](#)  
[Appendix F2](#)
- PDHPE Stage Overview [Appendix G1](#)  
[Appendix G2](#)  
[Appendix G3](#)
- Assessment, Recording & Reporting in PDHPE [Appendix H](#)
- Implementation [Appendix I](#)
- Links with other School & Diocesan Policies [Appendix J](#)
- A Health Promoting Schools Approach [Appendix K](#)
- Use of Outside Agencies & Personnel [Appendix L](#)
- Resource Management [Appendix M](#)
- Safety and Physical Activity [Appendix N](#)

## **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 John Fisher Catholic School, Tumbi Umbi is an ongoing process ([Appendix H](#)).

The areas of strength in PDHPE are:

- teaching fundamental movement skills;
- communicating regularly with parents through the weekly newsletter, information evenings eg. Child Protection Education;
- having a supportive staff who are positive role models;
- having a K-6 program that is sequential and being taught in all classes;
- gross Motor Program (ES1/S1) implemented during Term 2 & 3;
- continuous evaluation.

The areas for development in PDHPE are:

- scope and Sequence;
- policy;
- intranet access;
- availability of resources to and for teachers;
- assessment strategies.

The areas of strength in Sport are:

- involving the wider community to provide extra assistance in developing children's skills eg. Development Officers from various sports, AFL, Rugby League, Basketball, Oz Tag, Soccer and Netball, providing specific sport skills;
- involvement in organised sport in the community eg. AFL Paul Kelly Cup, Cross Country Events, Central Coast Gala Day, Basketball competitions etc;
- children in the primary classes participate in a variety of sports throughout each term by a rotation system;
- a wide variety of sports are available to the primary children;
- all children are encouraged to participate and be involved with an emphasis on FUN rather than competition.

The areas for development in Sport are:

- timetabling for ES1/S1;
- providing rules for teachers with little experience in sport;
- assessment strategies.

For further information relating to Policy and Program Evaluation see *K-6 PDHPE Syllabus* document p. 51-56.