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Rationale

At St Thomas Aquinas we believe that there is an increasing awareness of the importance of healthy lifestyles and a growing recognition of the needs for students to be active, responsible and informed decision makers. The PD/H/PE syllabus will provide students with the knowledge and practical skills necessary for meeting these needs and for developing a better quality of life for all children.

Today's society is one of rapid change, conflicting values and competing pressures. There is a need for schools to assist students in developing self-awareness, understanding of how they relate to others and knowing why they react the way they do. This key learning area provides opportunities for students to form positive attitudes about themselves and others, to communicate effectively, to work cooperatively and to develop and maintain positive relationships.

PD/H/PE at St Thomas Aquinas focuses on the development of the whole person. It contributes to the individual's spiritual, emotional, mental, physical and social well being. It incorporates varied programs that provide access and equality for all students.

At St Thomas Aquinas we believe that the teaching of personal development, Health and Physical Education should:

- Build self-esteem, social responsibility and well-being.
- Assist in the maintenance of personal health and cleanliness
- Allow the ability to make informed health and lifestyle decisions.
- Promote regular exercise.
- Improve movement skills and personal fitness.
- Enable students to participate in a variety of games and sports.
- Be enjoyable.

The approach we take is based on the NSW PD/H/PE K – 6 Syllabus. We place emphasis on:

- Physical, social cognitive and emotional growth and development patterns
- The development and maintenance of positive interpersonal relationships
- The factors influencing personal health choices
- Living and learning in a safe environment
- The adoption of an active lifestyle
- Fundamental movement patterns and coordinated actions of the body
- Skills that enable action for better health and movement outcomes.

(ref. *NSW Personal Development, Health and Physical Education K-6 Syllabus* pp7-8.)

Vision Statement

To encourage the growth of each person through friendship with Jesus.

Mission Statement

At St Thomas Aquinas we live out our Vision in four main ways, through Faith, People, Education and Innovation.

FAITH

- We live out our Gospel values in a Christ-centred community.
- We believe in an education in catholic faith where all members of the Parish/School community lead by example.

PEOPLE

- We value the uniqueness of all members of our community and encourage them to share their gifts.
- We respond to the needs of others.
- We build compassionate and forgiving relationships.

EDUCATION

- We believe achievement has its own intrinsic rewards.
- We provide an exciting and challenging environment in which each individual is encouraged.
- We celebrate the joy of discovery and appreciate that mistakes and risk taking are steps to learning.
- We develop each person's growth intellectually, emotionally, spiritually and socially in an atmosphere of love and respect.

INNOVATION

- We believe that our community will continue to grow and change and we must meet and welcome these challenges.
- We renew our mission through reflection and education.
- We search for new ways to proclaim the Gospel.

School Exit Outcomes

As a school community we will work towards children leaving Saint Thomas Aquinas with the following qualities that we believe are enhanced by involvement in PD/H/PE Education.

Spirituality

We want the children to strive to be optimistic, fair and just and truthful.

PD/H/PE should provide children with the opportunity to explore their capabilities in relation to the various sports that they engage with. As they find out more about their bodies then the children will begin to understand more about themselves as living examples of God's creation. There is ample scope for children to demonstrate truthfulness in playing and umpiring games, and to treat one another fairly and justly in group work and when helping each other with solutions to problems.

Character

We want children to grow in initiative, tolerance and confidence.

Providing games and activities at appropriate levels to cater for individual differences will help to develop children's confidence in PD/H/PE. Children will have access to equipment in PE and on the playground and this should also increase the children's confidence and initiative. All children need to be aware that each person has unique gifts whether in PE or any other subject. By respecting one another and our unique giftedness our children will grow to be more tolerant.

Thinking

We want children to think critically, solve problems, and reflect on their learning.

PD/H/PE helps develop the skills above with the attention given to solving problems and investigating the relative value of diet and exercise. Children are encouraged to accept that there is more than one way to solve a problem. In PD/H/PE, children are asked to reflect on their learning and determine if their methods of solving problems and moving to music for example were the most effective.

Citizenship

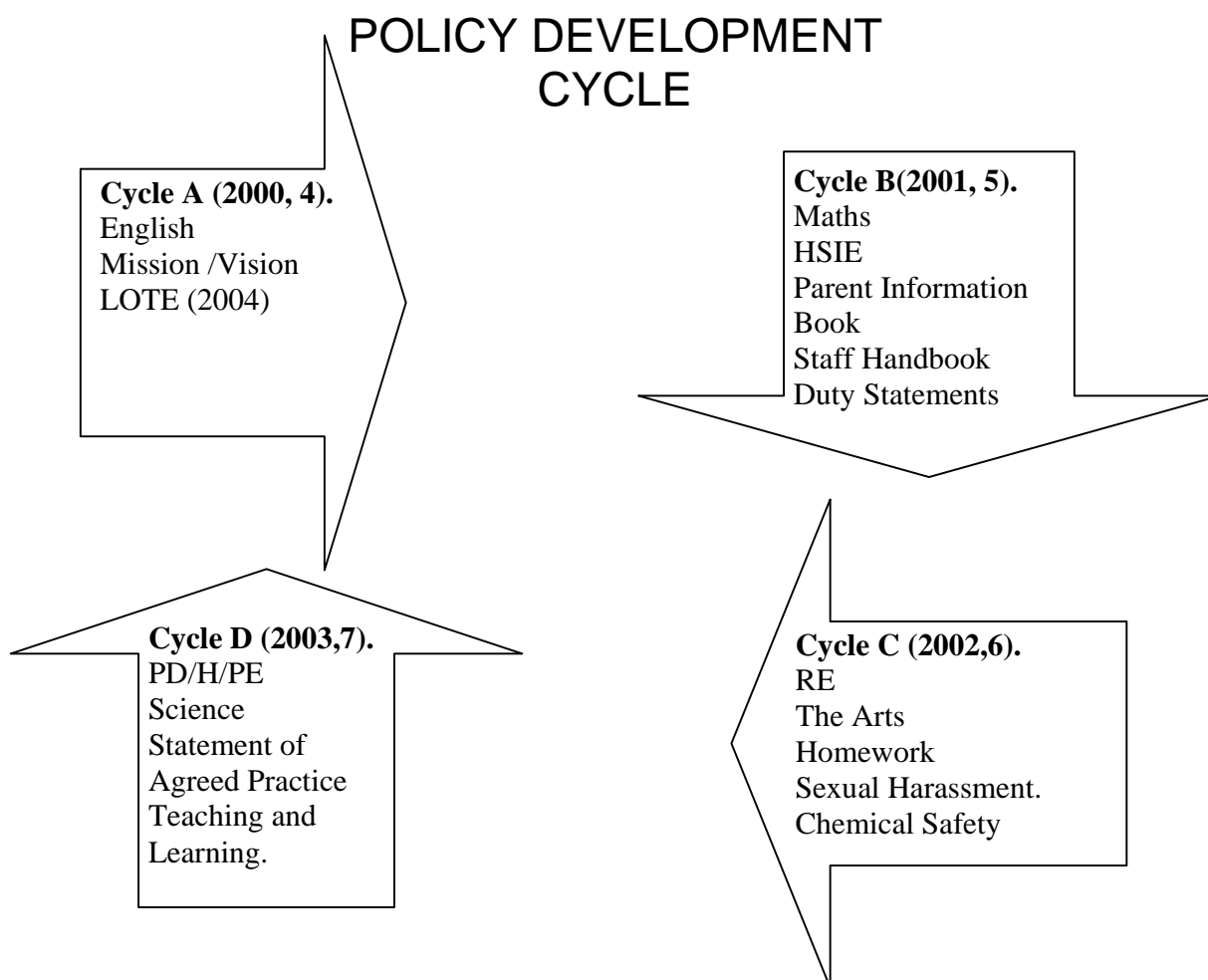
We want children to value themselves, their families, others, and their history.

Through positive experiences, we want the children to see themselves as successful learners. With small group work and a focus on teamwork, children will learn to value others. We involve families as we invite them to work in partnership with us. Parents act as coaches in sporting teams and contribute to the PD/H/PE program through their encouragement and involvement. During school gatherings we recognise and reward the efforts of children in their various sporting teams.

Communication

We want children to listen effectively, use technology and develop interpersonal skills.

The children have access to various sporting groups who come to school on numerous occasions during the school year. During these times excellent listening skills are required. Teamwork requires excellent interpersonal skills and we work hard to develop social skills with the children through the weekly focus at Monday Gathering, and the work undertaken by each class teacher. The integration of ICT into the PD/H/PE curriculum will continue to develop as the children are provided with better access to the Internet in the classrooms and computer lab.



ACROSS CURRICULUM PERSPECTIVES

Religious Dimension

As an authentic Catholic school community, St Thomas Aquinas encourages

- Students to value life as sacred
- The development of a positive set of values based on the Gospel to guide behaviour and develop a sense of personal worth.
- Awareness that all people are created in the image and likeness of God.
- The idea that we value the uniqueness of each individual and see our talents as gifts from God.

In our rapidly changing society, there is an increasing awareness of the importance of achieving a healthy lifestyle and becoming a responsible and informed decision maker. In order to achieve this, the teaching and learning experiences at St Thomas Aquinas will incorporate the Catholic perspective, to balance mental, physical, social and spiritual well being of the individual by promoting and supporting changes in the way individuals live their lives.

Children should develop a positive attitude towards PD/H/PE as an enjoyable worthwhile and challenging KLA. The Gospel values of self-awareness, cooperation, effective communication, positive relationships and decision-making will be fostered.

Self-esteem, physical growth and development, and responsible action regarding lifestyle will be focused on in the light of our responsibility as Christians, to give each child the opportunity to adopt a responsible role in society. Our school aims to develop in each child the knowledge, skills and attitudes needed to understand, value and lead a healthy and fulfilling life.

“Every curriculum area has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge, skills and fostering attitudes and values that are life-giving and that assist young people to search for meaning and truth”. (Source: Archdiocese of Canberra and Goulburn (2000) Treasures New and Old Core Document p.25)

Aboriginal and Torres Strait Islander

Aboriginal students and Torres Strait Islander students must have the opportunity to enhance their sense of identity and pride in their culture and ensure a greater knowledge and understanding of their cultural heritage.

The Aboriginal and Torres Strait Islander education perspective in health and physical education:

- Recognises the essential relationship between the emotional well-being of Aboriginal and Torres Strait Islander people and their strong links to the land.
- Includes study of the preparation and nutritional values of Australian bush foods and medicines.
- Examines the impact of European settlement of Australia on the health and well-being of our indigenous peoples and the ways in which Australian society has met this challenge.
- Emphasises the contribution of Aboriginal people and Torres Strait Islander people and their cultures to Australian sport.

Australian Education

An Australian perspective assists students to recognise, understand and value the culture, natural and social heritage of all Australian people.

The Australian perspective in health and physical education:

- Analyses different cultural and environmental aspects of Australian society and their impact on personal development, physical activity, lifestyle choices, health and well-being.
- Develops understanding of local community health services to help students make informed choices about their own health and well – being.
- Focuses on positive Australian role models to promote the Australian social, cultural and sporting identity.

Environmental Education

Environmental education seeks to develop understanding of the environment, positive attitudes towards the earth and the life it supports, and the confidence and skills to promote ecological sustainability.

The environmental education perspective in health and physical education:

- Develops understanding of how ecological processes affect health.
- Focuses on the interaction between students and the natural, built, social and cultural environments.
- Fosters knowledge about the positive attitudes towards the environment.
- Develops the confidence and skill to take positive action for the environment.
- Models environmentally friendly practices

Gender Equity

The gender equity perspective equips students with skills to construct their femininity and masculinity in positive ways.

The gender equity perspective in health and physical education:

- Explores the impact on health and physical activity of issues such as power, the construction of gender, sexual harassment and violence.
- Provides opportunities for all students to engage in critical analysis of gender issues in health and physical education.
- Places value on girls' sporting achievements and encourages all students to participate in a wide range of physical activities that enable them to experience success and enjoyment.

- Develops positive relationships between female and male students.

Information Communication and Technology

All students require access to computers in a range of contexts and need to develop the skills to use them, to understand information technology concepts and to analyse the social and ethical implications of using information technology.

The information technology perspective in health and physical education:

- Provides opportunities for students to develop the skills to explore and use computer-based applications in the area of health and physical activity.
- Recognises the increasing importance of information technology in the classroom and in our society.

Literacy

Students develop the knowledge and skills to use the specialised language styles, vocabularies, text types and graphics of subject areas, all of which become increasingly abstract over the years of schooling, and to examine and challenge the ways that language is used to include or exclude people.

The literacy perspective in health and physical education:

- Clarifies and develops understanding of language specific to health and physical education so that all students may participate equally.
- Provides opportunities for students to practice and develop familiarity with terminology and discourse styles used in health and physical education through discussion and writing.
- Critically analyses media and advertising messages about health and physical education.
- Develops skills for locating, assessing and synthesising information for a variety of sources.

Multicultural Education

Multicultural education enhances the self-worth of students by acknowledging and appreciating all students' cultural backgrounds and experiences.

The multicultural perspective in health and physical education:

- Develops knowledge and understanding of customs values and traditions in other cultures that relate to health and physical education that are not part of Anglo-Australian culture.
- Increases awareness of the range of strategies and skills practiced in other cultures to promote health and well-being.
- Develops an understanding of cultural values and ethical issues that may influence the success of health programs.

Special Needs Education

Special needs education enables all students to understand and appreciate difference and diversity, to value and respect people with particular needs and to develop those skills needed to critically analyse structures which work against any social group.

In health and physical education the special needs perspective:

- Provides access to appropriate physical education opportunities for students with physical disabilities.
- Ensures appropriate personal development programs are available for students with special needs.
- Encourages participation in a range of leisure, recreation and sporting activities to satisfy the needs and interests of all students.
- Provides gifted and talented students access to extension sporting programs.

Work Education

Work education seeks to develop competencies such as working with others and in teams and skills in information and in planning and organising activities.

The work education perspective in health and physical education:

- Recognises the value of different forms of work.
- Gives students the knowledge, skills and attitudes they will need to manage and influence change in the world of work throughout their lives.
- Develops understanding of occupational health and safety issues.
- Explores the experiences of people employed in the health, fitness recreation and sporting industries.
- Enables students to explore personal attributes and relate these to careers that can be taken up through studies in health and physical education.

(ref health and Physical Education Curriculum Framework, Australian Capital Territory Dept Education and Training, 1993).

Context

St Thomas Aquinas serves the suburbs in North Belconnen. The school turned 25 in 2000 and was a large school with over 600 students when it first opened. As populations have shifted, the school numbers have decreased and the school is now building numbers again. A significant number of the children attending St Thomas Aquinas come from homes with some degree of dysfunction in terms of family background. The staff at St Thomas Aquinas are committed to making the school a safe environment for all students and this applies particularly to the playground. The staff believe that students engaged in physical activity during break times are much less likely to cause problems for themselves and other students.

The following policy encourages children to be active and to enjoy the sporting opportunities afforded them. Lessons in PE have a teamwork focus and help the children to see the benefits of cooperation. The Year 5/6 camp focus on developing teamwork

Policies and Practices Impacting on Personal Development, Health and Physical Education at St Thomas Aquinas

- Smart Start will continue to test the children's fitness levels in all grades As a result of their visits; we have adopted a school designed morning fitness program for the whole school. This will be done in Term 1 and 4. The session will last for 10 -15 mins on Wednesday and Friday mornings. The children will engage in Ball games, Fitness Circuit using the play equipment, Power Walking on the oval and Skipping.
- The staff has been made aware of some of the implications of the "Guidelines For The Safe Conduct Of Sport And Physical Activity In Schools" handbook. This resource is freely available to all staff members in the staff room.
- The school engages the services of many outside sporting agencies for special skills coaching. These are chosen on a year-by-year basis and are subject to availability. In 2003 we shall have soccer skills sessions, rug net, tennis coaching, swimming Walla rugby and rugby league.
- It is the custom and practice of this school to include all children in the three major carnivals each year.
- Each class has the responsibility to arrange their own PD/H/PE lessons during the week. This is in addition to the fitness program.

- Lunchtime sporting competitions are arranged for the children during the year. These are arranged on a House basis.
- During Term 3 each year each class will cover the PDCV program including Protective Behaviours. The school will also arrange for a visit from Centacare for the Family Life Program.
- Stage 3 children are instructed in sex education each year using the Fully Alive Program.
- Social Skills are covered each week and the staff brainstorm the list of social skills for each term at the beginning of the term. The social skills are introduced at the assembly each Monday and each class teacher reinforces these skills in class. Raffle tickets are issued for children who are actively practising the social skill.
- Children attend annual Camps in Years 5 and 6 with the view to increasing social skills and developing leadership potential.
- Children in Years 5 and 6 are involved in the production of Wakakirri each year.
- The fire brigade visits Kinder each year while Police visits are booked in Term 2 and cover a range of topics chosen by the teachers.
- The children in Year 4 attend the Traffic Centre in Term 4 each year and learn about bike safety.
- Each year we involve all children in an enrichment program and in 2003 it will involve leisure skills. We intend to give the children a range of activities that they can play during leisure time that do not involve electronic equipment. This year we shall do card games, chess, draughts, etc.
- Peer Support classes are run by the Year 6 children during Term 1 and 3.
- All children have the opportunity to take part in the learn to swim program that is held in Term 4 for 10 days. This is compulsory for K, 1 and 2 and optional for 3 – 6.
- The children in Year 6 are trained as Active Australia Leaders and work with the children in K, 1 and 2 giving them sporting skill lessons.

Outcomes

We have adopted the NSW Syllabus outcomes. We have also supplied each teacher with a CD of lessons prepared by the Broken Bay Diocese and asked each stage to complete a Scope and Sequence of lessons from the Broken Bay document.

We have staged the classes at St Thomas Aquinas.

Early Stage One	Kindergarten.
Stage One	Years 1 and 2
Stage Two	Years 3 and 4
Stage Three	Years 5 and 6

As each child's rate of progress and ability to achieve set outcomes will vary, some more significantly than others, we will endeavour to match outcomes appropriate to each child's needs.

Values and Attitudes Outcomes

Throughout the years of primary schooling, students will develop an appreciation and commitment to healthy and socially just ways of living.

The following outcomes apply at all stages

- V1** Refers to a sense of a child's own worth and dignity.
- V2** Respects the rights of others to hold different values and attitudes from their own.
- V3** Enjoys a sense of belonging.
- V4** Increasingly accepts responsibility for personal and community health.
- V5** Willingly participates in regular physical exercise.
- V6** Commits to realising their potential.

EARLY STAGE ONE OUTCOMES

Skills

Communicating	Dec making	Interacting	Moving	Problem Solving
COES1 Expresses feelings, needs and wants in appropriate ways	DMES1 Identifies some options when making simple decisions	INES1 Relates well to others in work and play situations.	MOES1 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement sequences.	PSES1 Seeks help as needed when faced with simple problems.

Knowledge and Understanding

Active Lifestyle	Dance	Games and Sport	Growth and Development
ALES1 Performs basic movement patterns to show actions of whole body.	DAES1 Moves in response to various stimuli	GSES1 Demonstrates fundamental movement skills while playing with and sharing equipment.	GDES1 Identifies how people grow and change.

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
GYES1 Performs basic movement patterns to show actions of whole body	IRES1 Identifies how individuals care for each other.	PHES1 Displays basic positive health choices.	SLES1 Demonstrates an emerging awareness of the

STAGE ONE OUTCOMES

Skills

Communicating	Dec making	Interacting	Moving	Problem Solving
CO1.1 Communicates appropriately in a variety of ways.	DM1.2 Recalls past experiences in making decisions.	IN1.3 Develops positive relationships with peers and other people.	MO 1.4 demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.	PS 1.5 Draws on past experiences to solve familiar problems.

Knowledge and Understanding

Active Lifestyle	Dance	Games and Sport	Growth and Development
AL1.6 Participates in physical activity recognising that it can be both enjoyable and important for health.	DA 1.7 Develops simple dance sequences incorporating basic movement skills and patterns.	GS 1.8 Performs fundamental movement skills with equipment in minor games.	GD 1.9 Describes the characteristics that make them both similar to others and unique.

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
GY 1.10 Follows a simple sequence that links basic movement patterns.	IR 1.11 Identifies the ways in which they communicate, cooperate and care for each other.	PH 1.12 Recognises that positive health choices can promote wellbeing.	SL 1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.

STAGE TWO OUTCOMES

Skills

Communicating	Dec making	Interacting	Moving	Problem Solving
Co 2.1 Uses a variety of ways to communicate with and within a group.	DM 2.2 Makes decisions as an individual and as a group member.	IN 2.3 Makes positive contributions to group activities.	MO 2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.	PS 2.5 Uses a range of problem solving strategies.

Knowledge and Understanding

Active Lifestyle	Dance	Games and Sport	Growth and Development
AL 2.6 Discusses the relationship between regular physical activity and health.	DA 2.7 Performs familiar movement patterns in a variety of dance situations.	GS 2.8 Participates and uses equipment in a variety of games and modified games.	GD 2.9 Describes life changes and associated feelings.

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
GY 2.10 Demonstrates control in performing sequences of introductory gymnastic movements.	IP 2.11 Describes how relationships with a range of people enhance wellbeing.	PH 2.12 Discusses the factors influencing personal health choices.	SL 2.13 Discusses how safe practices promote personal wellbeing.

STAGE THREE OUTCOMES

Skills

Communicating	Dec making	Interacting	Moving	Problem Solving
CO 3.1 Communicates confidently in a variety of ways.	DM 3.2 Makes informed decisions and takes responsibilities for consequences	IN 3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.	MO 3.4 Refines and applies movement skills creatively to a variety of situations.	PS 3.5 Suggests considers and selects appropriate alternatives when resolving problems.

Knowledge and Understanding

Active Lifestyle	Dance	Games and Sport	Growth and Development
AL 3.6. Shows how to maintain and improve the quality of an active lifestyle.	DA 3.7. Performs a range of dance styles and sequences confidently.	GS. 3.8 Applies movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.	GD 3.9. Explains and demonstrates strategies for dealing with life changes.

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
GY 3.10. Demonstrates coordinated actions of the body when performing gymnastic sequences.	IR 3.11. Describes roles and responsibilities in developing and maintaining positive relationships.	PH 3.12 Explains the consequences of personal lifestyle choices.	SL 3.13 Describes safe practices that are appropriate to a range of situations and environments.

SCOPE AND SEQUENCE

Early Stage One

NB BBU refers to Broken Bay Units.

Content Strand	Term 1	Term 2	Term 3	Term 4
Active lifestyle	School fitness. Active Australia. BBU Active and Healthy			School Fitness Active Australia
Dance	School bush dance		Whole school concert.	
Games and Sport	Swimming Carnival Wheelathon Walla Rugby Clinics Minor games	Cross Country Carnival Various clinics Minor games	Athletics carnival Various clinics Minor ball games	Swimming lessons. Minor games.
Growth and development	BBU Active and Healthy	BBU Me and My Mates	BBU All about medicines/making healthy choices.	
Gymnastics		Gymnastics activities		
Interpersonal Relationships		BBU Me and My Mates		BBU Keeping Myself Safe
Personal Health Choices	BBU Active and Healthy		BBU All about medicines/making healthy choices	
Safe Living		BBU Me and My Mates	BBU All about medicines/making healthy choices	BBU Keeping Myself Safe

SCOPE AND SEQUENCE

Stage 1
Odd Years

Content Strand	Term 1	Term 2	Term 3	Term 4
Active lifestyle	School fitness Active Australia Components of an Active Lifestyle	BBU Food Fun and Fitness Smart Start	Effects of Physical Activity	School Fitness Active Australia.
Dance	School Bush Dance Non-locomotor Skills. Locomotor Skills	Elements of Dance	Composition	Dance Styles
Games and Sport	Swimming Carnival Wheelathon Soccer Clinic Minor games	Cross Country Carnival Minor games	Athletics carnival Minor games	Swimming lessons Minor games
Growth and development	BBU Who am I		BBU My Beaut Body	BBU Medicines and Me Play It Safe
Gymnastics		Non-locomotor skills	Locomotor skills	Elements of movement Composition
Interpersonal Relationships	BBU Who Am I			BBU Medicines and Me Play It Safe
Personal Health Choices	BBU Who Am I	BBU Food, Fun and Fitness	BBU My Beaut Body	BBU Medicines and Me Play It Safe
Safe Living	Personal Safety	Home, Rural, School and Play Safety	Road safety	BBU Medicines and Me Play It Safe

SCOPE AND SEQUENCE

Stage 1
Even Years

Content Strand	Term 1	Term 2	Term 3	Term 4
Active lifestyle	School Fitness Active Australia. Components of An Active Lifestyle	Smart Start Ways to be Active	Effects of Physical Activity	School Fitness Active Australia
Dance	School Bush Dance Non-locomotor Skills. Locomotor Skills	Elements of Dance	Composition	Dance Styles
Games and Sport	Swimming Carnival Wheelathon Soccer Clinic Minor games	Cross Country Carnival Minor games	Athletics carnival Minor games	Swimming lessons Minor games
Growth and development	BBU Getting Along with others Personal Identity Values	BBU Street Sense	BBU Protecting Me	BBU Keeping Myself Safe Around Medicines/Putting Safety First.
Gymnastics		Non-locomotor skills	Locomotor skills	Elements of movement Composition
Interpersonal Relationships	BBU Getting Along with others	BBU Street Sense	BBU Protecting Me	BBU Keeping Myself Safe Around Medicines/Putting Safety First.
Personal Health Choices	BBU Getting Along with others		Making Decisions Nutrition ACU students visit. Health Services and Products	BBU Keeping Myself Safe Around Medicines/Putting Safety First.
Safe Living	BBU Getting Along with others	BBU Street Sense	BBU Protecting Me	Water Safety Swim lessons.

SCOPE AND SEQUENCE

Stage 2
Odd Years

Content Strand	Term 1	Term 2	Term 3	Term 4
Active Lifestyle	Fitness	Smart Start	Effects of physical activity monitoring pulse rates	Fitness
Dance	School Bush Dance	Elements of dance	composition	Dance styles
Games and Sport	Swimming Carnival Wheelathon Soccer Clinic Binball games in hall Locomotor skills Catching and throwing	Cross Country Carnival	Athletics Carnival Sport	Sport/games Cricket Skills: throwing, catching, bowling locomotor. Aquatics; learn to swim lessons
Growth and Development	BBU 'Action Packed'	Taekwondo Stretching	BBU 'Drugs affect me and others'	
Gymnastics			Stretching exercises Associated with Taekwondo	
Interpersonal Relationships	Peer Support	Peer Support	Peer Support	
Personal Health Choices	'Let's Wash Our Hands!' theme for stage 2		BBU 'Drugs affect me /keeping happy, safe and healthy'	
Safe Living	Hazardous materials in the school environment (sharpos and bongs procedure) Evacuation Policy Safety in the Playground School Rules	Protective Behaviours 2 themes and *building a network *persistency expectation	BBU 'Safe T'	

SCOPE AND SEQUENCE

Stage 2
Even Years

Content Strand	Term 1	Term 2	Term 3	Term 4
Active Lifestyle	Fitness	Smart Start		Fitness
Dance	School Bush Dance			
Games and Sport	Swimming Carnival Wheelathon Soccer Clinic Binball games in hall Locomotor skills Catching and throwing	Cross Country Carnival Sport Taekwondo	Athletics Carnival Sport	Sport/games Aquatics; learn to swim lessons
Growth and Development	BBU 'Me and My Mates'	BBU 'Me ,Myself and I'		
Gymnastics			Stretching exercises Associated with Taekwondo	
Interpersonal Relationships	Peer Support	Peer Support	Peer Support	
Personal Health Choices	'Let's Wash Our Hands!' theme for stage 2	HSIE and Science Unit 'What do you eat?'	BBU 'Happy Healthy and Safe'	
Safe Living	Hazardous materials in the school environment (sharpos and bongs procedure) Evacuation Policy Safety in the Playground School Rules	Protective Behaviours 2 themes and building a network		BBU 'Protecting Me'

SCOPE AND SEQUENCE

Stage 3
Odd Years

Content Strand	Term 1	Term 2	Term 3	Term 4
Active lifestyle	School Fitness Active Australia BBU Fit For Life	Smart Start		School Fitness Active Australia
Dance	Wakakirri Locomotor skills	Wakakirri Elements of Dance	Wakakirri Composition	Dance Styles
Games and Sport	Swimming Carnival Annual Camp Major games Clinics	Major Games Cross Country Clinics	Major Games Athletics Carnival Clinics	Major Games Clinics
Growth and development	BBU Fit for Life	BBU Keeping Myself safe Around Drugs	BBU Growing and Changing	PBU Personal Power
Gymnastics		Locomotor Skills	Elements of movement	
Interpersonal Relationships	Peer Support Social skills	BBU Keeping Myself safe Around Drugs	BBU Growing and Changing	PBU Personal Power
Personal Health Choices	BBU Fit for Life	BBU Keeping Myself safe Around Drugs	BBU Growing and Changing	
Safe Living		BBU Keeping Myself safe Around Drugs	BBU Growing and Changing	PBU Personal Power

SCOPE AND SEQUENCE

Stage 3
Even Years

Content Strand	Term 1	Term 2	Term 3	Term 4
Active lifestyle	School Fitness Active Australia Camp activities	Smart Start	BBU I Like Me	School Fitness Active Australia
Dance	Wakakirri Locomotor skills	Wakakirri Elements of Dance	Wakakirri Composition	Dance Styles
Games and Sport	Swimming Carnival Annual Camp Major games Clinics	Major Games Cross Country Clinics	Major Games Athletics Carnival Clinics	Major Games Clinics
Growth and development	BBU You Me and Us	BBU Making Decisions About Drugs.	BBU I Like Me	
Gymnastics		Locomotor Skills	Elements of movement	
Interpersonal Relationships	BBU You Me and Us Peer Support Social skills	Peer Support Social skills	Social skills	BBU Safe To Travel Peer Support Social skills
Personal Health Choices		BBU Making Decisions About Drugs	BBU I Like Me Sexuality Unit Fully Alive	BBU Safe To Travel
Safe Living	Class school Rules	BBU Making Decisions About Drugs		BBU Safe To Travel

PROGRAMMING

Programs will contain:

1. Outcomes
2. Term overview
3. Teaching and learning strategies
4. Content of the learning unit
5. Resources to be employed
6. Assessment activities
7. Evaluation
8. Daybook entries

The following time allocation may serve as a guide when timetabling PD/H/PE.

PD/Health 30 mins per week (including social skills)

PE 2 x30 minute lessons per week

Fitness 2x15 mins per week (weather permitting).

In terms 1 and 4 outdoor lessons need to be timetabled in line with the school Sun Smart Policy.

TEACHING AND LEARNING STRATEGIES

The *NSW Personal Development, Health and Physical Development K – 6 Module* together with the *Broken Bay* resource will provide learning experiences to assist students in the acquisition of knowledge and understanding and attitudes whilst developing skills in PD/H/PE. Some of these strategies include.

Active Lifestyle

- Warm up eg jogging on the spot; and warm down activities
- Aerobic routines
- Circuits
- Running /walking
- Ball games

Dance

- Moving isolate body parts
- Moving the whole body
- Responding to imagery
- Sequencing movements
- Set dancing
- Creative dance
- Dance routines

Games and Sports

- Minor games involving skill development
- Major games
- Aquatic activities during carnivals and lessons
- Safe use of sports equipment
- Playing organised team games during lunch time
- Athletic skill development
- Games that involve knowledge of boundaries

Growth and Development

- Choose appropriate activities that involve personal identity, the body, changes and values

Gymnastics

- Warm ups
- Non-locomotor tasks (bending, twisting, shape making)
- Locomotor tasks
- Elements of movement
- Spatial and body awareness

Interpersonal Relationships

- Choose appropriate activities for each stage following the introduction of social skills. Include relationships, communication, peers and groups.

Personal Health Choices

- Making decisions at home, class rules, conflict resolution
- Nutrition.
- Health services and Products.
- Drug use.
- Environmental health (rubbish, global issues)
- Preventative measures (sun smart immunisation)

Safe Living

Stage appropriate activities to be taken from the Protective Behaviours course.

Evaluation

Evaluation at St Thomas Aquinas is a continuing process which is carried out to ensure that the teaching program is appropriate and ensures the effectiveness of future teaching programs and procedures.

Evaluation can be both formative (during unit of work) and summative (at the end of the unit). In our school evaluation results from:

- Observation of student performance
- Marking of students work.
- Ongoing assessment – both formal and informal.
- Discussions between teacher and students.
- Personal reflections by teachers.
- Parent input.
- Staff discussions.

Staff may wish to use the following Evaluation form and this should be kept with the teaching program (see over).

The evaluation process provides opportunities for:

- Identifying areas of need.
- Recognising achievements.
- Planned change
- Restating / reaffirming beliefs about how children learn.
- Reassessing priorities.

EVALUATION

Teachers may complete the following proforma upon the completion of a unit of work and leave the form in their program. These evaluation sheets will then inform future planning.

Unit Title _____

Stage Level _____

Things that worked well

Things that need changing

Resources. Were the resources adequate? _____

Suggestions for next time

ASSESSMENT

At St Thomas Aquinas we believe that the main functions of assessment are:

- To collect, analyse and record student progress
- To improve and describe learning
- To inform future planning.

Assessment focuses on values and attitudes, learning processes, skills developed, knowledge acquired and the work completed in meeting course expectations and achieving learning outcomes.

The following are examples of assessment tasks and strategies, which are particularly relevant to PD/H/PE.

Knowledge and Understanding

Quizzes, multiple choice, true or false tests, cloze passages, blanks in matrices, matching questions and answers, labelling diagrams or models, written and spoken texts.

Skills

Communicating – Written spoken and visual texts; movement performances; debates; multimedia presentations.

Decision Making – Role plays; scenarios; unfinished stories; identifying pros and cons eg DeBono's Thinking Hats.

Interacting – Group performances; diary writing; group projects; peer appraisal.

Problem Solving – Mind maps; essays; initiative games; action plans.

Values and Attitudes

Actions; written, spoken and visual texts; Likert scales; values continuums.

Record Keeping

Record keeping takes many forms at St Thomas Aquinas. Teachers may include:

- Anecdotal records of observations
- Student work samples
- Checklists.
- Self and peer comments.

Reporting

At St Thomas Aquinas we report orally in Term 1 and in written form in Terms 2 and 4. Reporting will inform parents whether their child is working to the planned outcomes for their particular Stage.

RESOURCES

ACT Life Education (Kit)
All About Me: Teacher's Guide for the Early Years of Schooling (5-8)
Aussie Robics
Daily Physical Education Level 7: Workbook
Dinosaurs Alive and Well: A Guide to Good Health
Fred Hollows
Germs
Health
Health and Physical Education – A Curriculum Profile for Australian Schools: A Joint Project
 of the States, Territories and the Commonwealth of Australia
Health Education: Drug Education for Upper Primary Schools
Healthy Eating
Hoopsters
Ideas for Health Education
Keeping Fit for all Ages
It's My Life: Taking Care of the Physical, Social and Emotional Needs of Children
Life is Mine: Health and Human Relationships Activities
Live Life Now Build a Healthy Lifestyle: Your Essential Guide to Nutrition, Exercise, Drug
 Issues and Health (Electronic Resource)
Mark Gets Nits
NBL Hoopsters Physical Education Program
Physical Education Activities for Schools
Raised by Frank
Sport It! Teacher Resources Manual: Developmental Sports Skills Program
Sport It Towards 2000: Player Skills Manual: More Extension Activities:
Development Sports
 Skills Activities
The Happy Healthy Harold
The Macmillan Guide to Health Problems: A Reference Book for Teachers
Towards a Health Promoting School
Wash and Brush Up
Warts and All: And Other Curly Matters