



HEALTH and PHYSICAL EDUCATION POLICY

Rationale

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. The Physical Education curriculum focuses on developing the knowledge, understanding, and skills that support students to be healthy, safe and active individuals who can move competently and confidently in a range of physical spaces.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

1 Guidelines

1.1 Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

STRUCTURE

1.2 The Health and Physical Education curriculum is organised by two strands: Health, and Movement and Physical Activity. Each strand contains content descriptors which are organised under three sub-strands.

MOVEMENT AND PHYSICAL ACTIVITY

- 1.3 **Moving the Body.** The curriculum lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.

- 1.4 **Understanding movement.** The curriculum focuses on developing knowledge and understanding about how and why the body moves and what happens to bodies when they move. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures.
- 1.5 **Learning through movement.** The curriculum focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.
- 1.6 Physical Education is an all-encompassing term for a wide range of physical activities. Those 4 focus areas from the 12 listed in current Victorian Curriculum documents covered by the WHPS curriculum include-
- Active Play and minor games
 - Fundamental movement skills
 - Health benefits of physical activity
 - Rhythmic and expressive movement activities
- 1.7 **Active play and minor games** addresses how students move and use their bodies to develop, practice and refine motor skills, balance, strength and coordination. Active play can occur indoors or outdoors, alone or with peers and can involve manipulation of objects or engagement with music or the environment. Through minor games, students are challenged to practice skills, including social skills, in a simple game situation.
- 1.8 **Fundamental movement skills** addresses the development of fundamental movement skills that provide the foundation for competent and confident participation in a range of physical activities which include:
- **locomotor and non-locomotor skills** - rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping.
 - **object control skills** - bouncing, throwing, catching, kicking, striking.
- 1.9 **Health benefits of physical activity** addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.
- 1.10 **Rhythmic and expressive movement activities** addresses how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes and includes creative movement, movement exploration and dance.

2 Implementation

2.1 WHPS is affiliated with School Sports Victoria and a member of the Monash Heights District which is part of the Monash/ Waverley Division. Through these partnerships, students at WHPS in years 4-6 are provided with the opportunity to participate/compete in various inter-school events including-

- o Swimming competitions
- o Cross country competitions
- o Athletics Competitions
- o Cricket and other team sports gala event days

Senior students are also involved in both Summer and Winter inter-school sport competitions throughout the year.

2.2 Physical Education is the responsibility of the Physical Education teacher and supplemented by classroom teachers.

2.3 Exemption from Physical Education classes due to illness or recovery from an injury requires a written note or email from a parent/guardian.

3 Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Hard copy available from school administration upon request

4 Evaluation

The Education Sub Committee will review the effectiveness of the school's Physical Education policy on a cyclical basis in accordance with DET guidelines.

Related policies and guides

- Victorian Curriculum F-10
- https://www.sportaus.gov.au/_data/assets/pdf_file/0019/702073/35237_Physical_literacy_table_v3.pdf



Help for non-English speakers

If you need help to understand the information in this policy please contact Leasyl Richards (Assistant Principal)

Ratified by School Council

October 2023

Approved by Principal

October 2023

Next review

2027