



St Leo's Catholic School

CURRICULUM STATEMENT: HEALTH AND PHYSICAL EDUCATION

He oranga ngakau, He pikinga waiora.

Positive feelings in your heart will raise your sense of self worth

The Board is entrusted to work on behalf of the stakeholders to ensure that the Health and PE curriculum at St Leo's Catholic School provides teaching and learning programmes that meet the Special Character of the school and national curriculum outcomes. The Health and PE programme will be complemented by Me Myself and Others Module where children will apply knowledge, skills, attitudes and values to understand.

1. The purpose of God's gift of life
2. That people are unique and gifted
3. That people need to be in relationship, giving and receiving
4. The commandments and guidelines for Catholics will assist them to make free and informed conscience decisions
5. The tapu and dignity of life
6. That life is a journey, Te Wa, in which people are challenged to grow to be their best selves and become more Christ like

Through learning in health related and movement concepts, students will focus on the well-being of themselves, of other people, and of society.

Four underlying and interdependent concepts are at the heart of Health and Physical Education:

- **Hauora** – a Maori philosophy of well-being that includes the dimensions taha wairua (spiritual wellbeing); taha hinengaro (mental and emotional wellbeing); taha tinana (physical well-being); and taha whanau (social well-being), each one influencing and supporting the others.
- **Attitudes and Values** – a positive, responsible attitude on the part of the students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The **socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

CURRICULUM STATEMENT: HEALTH AND PHYSICAL EDUCATION

Strands

These four concepts support the framework for learning in the Health Curriculum

Personal Health & Physical Development

Students will:

Develop the knowledge, understanding, skills and attitudes that they need in order to maintain and enhance their personal well-being and physical development.

Movement Concepts and Motor Skills

Students will:

Develop motor skills knowledge and understandings about movement and positive attitudes towards physical activity.

Relationships with Other People

Students will:

Develop understandings, skills and attitudes that enhance their interactions and relationships with others.

Healthy Communities and Environments

Students will:

Contribute to healthy communities and environments by taking responsible and critical action.

The Seven key learning areas

These are required to be incorporated in programmes at all levels.

- Mental Health
- Sexuality Education
- Food and Nutrition
- Body Care and Physical Safety
- Physical Activity
- Sports Studies
- Outdoor education

Pedagogy

Agreed Teaching and Learning

- The importance of the underlying concepts;
- Coverage of the strands.
- Coverage of the Key areas of learning.
- Planning to meet students needs.
- Cultural and gender inclusiveness.
- Unit studies.
- Cross curricular integration - especially Religious Education.

Delivery

- Cooperative learning.
- Team activities including leadership.
- Problem solving activities.
- Provide opportunities for critical thinking.
- Opportunities for use of gear for free play during break.
- Opportunities for coaching of skills.

St Leo's Catholic School's Specific Learning Needs and Achievement Strategies

1. To develop skilful, confident, well co-ordinated children who have positive attitudes towards physical activity and healthy lifestyles.
 - Physical education programmes will be regular, skills based, varied, progressive, challenging and enjoyable for all students.
2. To assist students to work co-operatively, play fairly, and promote teamwork.
 - Provide students with programmes that encourage teamwork and an understanding and respect for rules and recognise that success is not only winning.
3. Develop students awareness of safety in the home, school and community in order to act responsibly and confidently in their daily lives.
 - Provide programmes that identify safety issues and promote skills to keep safe, minimise risk and seek help.
4. To gain a sense of self worth and build resilience.
 - Design programmes that foster self esteem, feelings of belonging and encourage students to set goals and recognise their strengths and abilities.
5. To learn to interact, respect others and to be tolerant of differences in attitudes, beliefs and abilities.
 - Provide a safe, caring and supportive environment where children show sensitivity in their interactions and consider what makes people different.
6. To promote healthy eating and other ways of maintaining their health. Programmes will equip students with knowledge, understanding and skills for personal body care and social health related issues.

Assessment, Recording and Reporting

We will use assessment for learning practices in our school. Assessment practices may include:

- learning conversations with learners / ākongā
- self-assessment
- teacher observation
- formative assessment practices
- learning conversations with learners / ākongā (ie Student Voice)

Our Assessment Tools and evidence will be used for a range of purposes including:

- reporting to parents
- reporting to the Board of Trustees

Our Resources and Documentation

We will use the following resources to inform our effective teaching

- New Zealand Curriculum
- Religious Education Programme, including *Me Myself and Others*
- Music Resources ie Jump Jam

Programmes will utilise community resources including:

- Life Education
- Harbour Sport and Kiwisport coaching sessions,
- Waterwise
- Fundamental Movement Skills Programme
- Police Programmes - KOS, Road Sense
- Fire - Firewise
- Public Health

Review

Consultation will take place in 2018

Nurture
The whole child

Gracious
Mercy Values

Excellence
No compromise

Health Education Long Term Plan Overview Years 0-3

Term	One		Two		Three		Four	
Topic	Even	Odd	Even	Odd	Even	Odd	Even	Odd
	Growing as a group	Building a school community	Body Care	Firewise	KOS	Life Education Kia Kaha	Fit Food & Fit People	Dental Health
	Sun Safety	Water Safety						

Years 4-6

Term	One		Two		Three		Four	
Topic	Even	Odd	Even	Odd	Even	Odd	Even	Odd
	Growing as a group	Building a school community	Body Care	Road & Cycle Safety	KOS	Life Education Kia Kaha	Fit Food & Fit People	Dental Health
	Sun Safety	Water Safety					Pubertal Change (Year 6 only)	

Outdoor Education	Sexuality Education	Food & Nutrition
<ul style="list-style-type: none"> Senior Camps Waterwise 	<ul style="list-style-type: none"> Keeping ourselves Safe Pubertal Change - Year 6 	<ul style="list-style-type: none"> Healthy Eating 5+ a day Life Education
Body Care	Physical Safety	Mental Health
<ul style="list-style-type: none"> Life Education Sun Safety Body Care Dental Health Sneeze Safe Fit People 	<ul style="list-style-type: none"> Waterwise Water Safety Road Sense Cycle Safety Earthquake Safety Firewise 	<ul style="list-style-type: none"> Life Education Self Esteem Relating to Others Setting Goals Kia Kaha - Anti Bullying Myself and Others (RE) Growing as a group Building a school community

