INTRODUCTION

The Curriculum Council Health and Physical Education Learning Area Statement (1998) states; ‘Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being’.

OVERVIEW

The Learning Area consists of four strands:

- **Concepts for a **Healthy Lifestyle**;** describes the progressive development of health and physical activity knowledge and understandings that enable students to make informed decisions for a healthy, active lifestyle.

- **Skills for Physical Activity** has two sub-strands: Movement Skills and Activity and Game Strategies; describes the progressive development of movement skills and strategies necessary for students to confidently and competently participate in physical activity.

- **Self-Management Skills**; describes the progressive development of the skills necessary for students to make informed decisions about health and physical activity, including decision-making, planning, goal setting, time management, stress management, and self-esteem development.

- **Interpersonal Skills**; describes the progressive development of interpersonal skills such as communication, co-operation, collaboration and leadership necessary for effective relationships and healthy, active lifestyles.

There are eleven broad context areas:

- Lifestyle Skills
- Wellness
- Growth and Development and Sexual Health
- Lifestyle Choices
- Drug education
- Safety
- Fundamental Movement
- Strategies and Tactics
- Playing the Game
- Health Related Fitness and Recreation
- Outdoor Education

The Department of Education provides a K-10 Syllabus through an integrate Scope and Sequence Statement; this is organised as follows:

- **Context**: recommended topics that apply to that context; the School is able to adjust topics to meet the specific needs of the School;

- **Outcomes**: the content component from the relevant outcomes that could be taught within the context and topics;

- **Content**: is expressed at specific year levels to provide teachers with advice on starting points for the development of learning, teaching and assessment programmes.

**NB**

IT IS NOT NECESSARY TO TEACH ALL OF THE CONTENT LISTED IN EACH OUTCOME TO EVERY TOPIC IN THAT CONTEXT.
TEACHING AND LEARNING

All students in Years Pre-Primary – Year 7 will participate in a minimum of two hours of quality physical activity each week, during the school day as part of student learning programs. Teachers are also encouraged to provide opportunities for students to be physically active at other times. Teachers will also provide learning opportunities in Health. The K-10 Syllabii provide guidance for teachers on what constitutes a balanced curriculum for students at different stages of schooling. Advice relating to curriculum planning for all learning areas is accessible on the Curriculum Support website at www.det.wa.edu.au/curriculumsupport and via the portal.

A balanced curriculum means different things at different phases of schooling. Whilst all learning areas form part of a balanced curriculum, whole-school curriculum planning should recognise that the learning areas are not of equal importance at all year levels.

Learning activities will include:
- swimming lessons
- participation in in-School and Interschool sports carnivals where possible
- incursions with guest presenters

INCLUSIVITY

In teaching, planning and assessing, teachers will cater for the different social and cultural backgrounds and the varying skills and abilities of students. There are three main aspects:

- **Access and Equity**: providing students and/or groups of students opportunities to access and participate fully;
- **Valuing the knowledge and experience of all groups**: recognising and accommodating social and cultural diversity; different starting points; rates and ways of learning; and
- **Critically analysing the constructs that advantage or disadvantage certain groups**: providing opportunities for students to critically question the disadvantage or advantage experienced by particular groups.

In Intra-School activities this means that ALL students will be given the opportunity to participate in and qualify (if applicable) for ALL activities:

- **Sports Games will be modified** to provide the best opportunities for all children to participate.
- **Events** will, where possible, be those conducted at Interschool Carnivals, such as Leaderball, Passball, etc.
- For **Athletics and Swimming carnivals** ALL students will be provided with the opportunity to participate in an age applicable event. **EXCEPTIONS**: Skipping and Sack Races are limited to those students not participating in 2 or more Championship events.

**NB** in Athletics qualifying events are conducted for Age Championship, 200m, Relay and Hurdles events and Flag races; in Swimming students MUST be able to swim independently). **Students who do not participate in qualifying events will not be considered for inclusion in Championship events.**

- **Teams Games (Athletics and Swimming)**: ALL students shall share equally the opportunity to compete in these activities. Championship athletes will only be given the opportunity to participate in these events if their numbers are required.
- **Dress Code**: students will wear plain coloured polo or T-shirts according to their faction colour (logoed T-shirts are not acceptable) or their School uniform.
- In **Inter-School activities** students will be given the opportunity to qualify (if applicable) for ALL activities by participating in Intra-School events and meeting qualifying standards:
  - **Qualifying Standards for Individual Competitors**: Student placings from intra-School carnivals will decide who is offered the opportunity to represent the School at an Inter-School Carnival if the School participates. In team/relay races the first four students in each Championship event will form the Relay team for that age group (the fifth placed athlete will be the emergency); where there are insufficient students the opportunity to join the relay team will be offered to the competitors from the next youngest age group in the order they finished in that Championship race.
• **Teams Games (Athletics and Swimming):** ALL students shall be given the opportunity to qualify to be a part of these activities. Qualifying sessions will be conducted prior to selection at times convenient to School staff with the final team plus emergency athletes being announced at least one week prior to any Interschool carnival. Teams will be selected from students with the highest level of skill who participated in qualifying sessions.

In **Swimming** students MUST hold at least a Level 5 Swimming Certificate issued by the Department of Education to be eligible for selection.

• **Dress Code:** students will wear Royal Blue and White polo shirts with Royal Blue shorts/skirt. The School has a supply of shirts for loan to students who do not have their own.

**TRAVEL TO INTERSCHOOL ACTIVITIES**
All students will travel to events via bus unless the School determines otherwise. Provision will be made for parents to travel on the bus where possible.
GLOSSARY OF TERMS

**Advanced techniques**
Complex movement skills which are used in the application of strategies in games, e.g. top spin forehand and backhand in tennis, blocking in volleyball. Performed with excellent timing and anticipation of movements, and appear to be automatic in their application.

**Body management skills**
Involve controlling the balance of the body in stillness and in motion, e.g. low-level balances, high-level balances, balance (one foot), rolling, stepping, landing, dodging, bending, stretching, twisting, turning, swinging.

**Closed environment**
A teacher-directed skills practice or modified game performed under standard conditions.

**Drug**
Any substance (with the exception of food) which, when taken into the body, alters its function physically and/or psychologically. A psychoactive drug is any substance that affects the central nervous system and alters mood, perception and consciousness.

**Fundamental movement skills (FMS)**
FMS are gross motor action patterns which incorporate the movements of different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. They are the foundation movements or precursor patterns to more specialised, complex skills in games, sports, dance, gymnastics and physical recreation activities.

**Game**
Activity governed by a set of rules and regulations recognised and interpreted by an official governing body as defining the standards for performance and play, e.g. Netball and Australian Rules football.

**Harm reduction**
Strategies that reduce the risk of harm to the individual and others from drug use can have important benefits. The appropriateness of these strategies needs to be assessed in relation to students' needs, the community context and the nature of the various drugs involved. The key focus of school drug education is to reinforce non-use; therefore it is important that harm-reduction strategies are presented in a manner that does not encourage or normalise drug use.

**Health-promoting school**
Involves the whole school community in the promotion of health. Health education lessons are complemented by school policies and practices that reinforce health promotion messages. Includes health curriculum for all years, relevant school health policies, effective use of student health services and information for parents.

**Leisure**
Period of free time remaining after duties (obligatory) and work time in which people are free to choose experiences and activities that bring their own reward and satisfaction.

**Locomotor skills**
Those in which the body is transported in any direction from one point to another, e.g. crawling, walking, sprint running, hopping, leaping, jumping for distance, jumping for height, side-galloping, skipping, climbing.

**Minor game (lead-up game)**
Active game that involves two or more of the skills, rules or procedures used in playing the official game.

**Modified game**
Official game, the rules of which have been modified to ensure skill development and enjoyment opportunities for all young participants, e.g. Aussie Sports.

**Movement sequence**
Linking fundamental movement skills into sequences involving accuracy, control and precision, e.g. running, reaching and catching in softball.

**Object-control skills**
Require the handling of implements (such as bats, rackets or hoops), or objects (such as balls), either by hand or foot, e.g. underhand throwing, overhand throwing, catching, lofted kicking, punt kicking, two-handed striking, bouncing, dribbling, rolling, one-handed striking, trapping.

**Open environment**
Skills performed under changing environmental and game conditions, such as opponents tackling a player.

**Play, creative**
Self-directed and intrinsically motivated, with no goals or ends, and free from external rules. Involves exploring, experimenting, observing, manipulating, actively doing things, practising, refining, imagining and creating with objects and people.

**Play, structured**
Play that is directed and organised by the teacher.

**Simple game**
Low-level game that is easy to play, 'has few, simple rules', requires little or no equipment; and may be varied in many ways. Is easily adapted to suit the objectives of the lesson, area available and the number of participants.