**Health and PE Implementation Plan 2014**

St Peter’s Catholic School

***Health Programme Implementation Plan***

November 2014

## He oranga ngakau,He pikinga waiora.Positive feelings in your heart will raise your sense of self-worth.Health and Physical Education in the New Zealand Curriculum, page 4

The Health and Physical Education in the New Zealand Curriculum sets the direction for health and physical education programmes. The curriculum promotes knowledge, skills and attitudes for students to enjoy a healthy life style and contribute to the well being of others through the notions of holistic well being, health promotion, the encouragement of positive attitudes towards good health and the importance of a healthy environment.

**KEY AREAS OF LEARNING**

**HEALTH PHYSCIAL EDUCATION**

Mental Health Physical Safety

Sexuality Sports Studies

Food and Nutrition Outdoor Education

Body care and physical Safety

**The learning activities in Health and Physical Education come under the four strands:**

Personal Health and Physical Development

Movement Concepts and Motor Skills

Relationships with Other People

Healthy Communities and Environments

**Mental health -** Students will examine social, cultural, economic, and environmental factors that influence people's mental health, including the effects of media messages.

* Students will use critical-thinking and problem-solving skills to develop strategies and safety procedures for avoiding, minimizing, or managing risk situations.
* A supportive classroom environment is necessary for quality learning in mental health. In supportive classroom situations, students can acknowledge diverse points of view, accept a range of abilities, and show concern for one another. Teachers should use a range of teaching and learning strategies that encourage all students to participate fully in the programme.
* School-wide policies and practices that promote equality, fairness, and non-violence will support classroom programmes and help to develop a school environment that enhances students' mental health.

**Sexuality Education** – Students will develop the skills needed to:

* identify factors that affect personal, physical, social, and emotional growth and develop skills to manage change.
* examine people's attitudes, values, and beliefs and their rights and responsibilities
* develop attitudes of respect for themselves and other people
* develop attitudes of care and concern for themselves and other people
* encourage effective communication skills
* Keep Ourselves Safe

**Food and nutrition -** encourages healthy eating, promotes safe food-handling practices, and makes use of community support.

* knowledge and understanding of the nutrition required for growth and development;
* understanding of how nutrition, exercise, and well-being are related;
* knowledge and understandings of the cultural significance of food and of rituals associated with food and nutrition;
* knowledge, understandings, and skills for selecting and preparing food and eating patterns that reflect health-enhancing attitudes towards nutrition;

**Physical activity -** Students require a range of learning opportunities in physical activity. These include opportunities to develop:

* movement skills for physical competence, enjoyment, a sense of self-worth, and an active lifestyle
* personal and interpersonal skills to strengthen their awareness of personal identity and to enhance their sense of self-worth and their relationships with other people
* knowledge and understanding of scientific and technological influences on physical activity;
* knowledge and understanding of the significance of cultural practices in physical activity
* knowledge and understanding of the significance of social influences on physical activity their own values, attitudes, behaviours, and actions in physical activity settings

**Sport studies**: Students require a range of structured, sequenced, and developmentally appropriate learning opportunities in sport studies. These include opportunities to develop:

* skills for participating in diverse sporting roles constructive attitudes, values, and behaviours that will help them to manage co-operative and competitive sports environments;
* the skills to identify and discuss the social and cultural significance that sport has for individuals and for society

**Outdoor education** Students require a range of structured, sequenced, and developmentally appropriate learning opportunities in outdoor education. These include:

* adventure activities and outdoor pursuits that focus on physical skill development, fun, and enjoyment;
* adventure activities and outdoor pursuits that focus on the development of personal and interpersonal skills;
* learning about the traditions, values, and heritages of their own and other cultural groups, including those of the tangata whenua;
* opportunities to learn about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment;
* planning strategies to evaluate and manage personal and group safety, challenge, and risk;
* finding out how to access outdoor recreation opportunities within the community.

**Meeting the Needs of Students with Special Needs and Abilities**

Students who have exceptional ability in health education and physical education, along with students who have a temporary or permanent disability (whether sensory, physical, social, or intellectual), require programmes that extend them, challenge them, and broaden their abilities.

These groups of students need programmes adapted and organised to provide access to relevant opportunities, meet their individual needs, and contribute to the development of their awareness of their personal identity and their sense of self-worth.

It is important that students with special needs and abilities:

* are identified early;
* have their learning needs addressed from the beginning, through relevant and consistent programmes;
* work at their own pace;
* work towards goals and face challenges that encourage them to develop to their full potential;
* are valued by their peers, their teachers, the school, and the wider community;
* help to plan programmes to meet their particular learning needs;
* are included in regular lessons (and that resources or teaching approaches are adapted, as appropriate, to meet their special needs).

The teachers who identify students with special needs should consult with parents, other teachers, and specialist educators before designing and implementing special learning programmes.

Students with disabilities should be provided with means of access to all school facilities.

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| **Resources**M.O.E. Curriculum in action booklets.Years 1 – 3 - bubbles to buoyancy- getting on together- creative play- looking after ourselvesYears 4 – 6 - H2O here we go!- adventure experiences in the school grounds - enjoying movement- creating a positive classroom communityYears 1 – 8 - Change, loss and grief7 – 8 - Choice FoodSwim safe ManualE.O.T.C ManualKiwi DexPublic Health NurseMembers of the community – Firemen, nurses, athletes, etcDental TherapistsGroup Special Education, physio, RTLBLife EducationProject Energize |

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| **School Organisation*** PE and Health Team
* Sport and fitness organisation overview in staff booklet.
* Fitness daily for 15 minutes (not during swimming season)
* P.E. skill-based sessions in classroom planning
* Jump Jam/Skipping/Circuits
* Keeping Ourselves Safe every two years
* Understanding Sexuality
* Annual camps Years 5-8
* EOTC Day Years 3-4
* Whole school sports days – Athletics, Swimming, Cross country
* Interschool sports – Years 4-8
* Cool Schools – Peer Mediation
* Project Energize School
* Healthy Heart School
* Life Education
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| **Balancing the Programme**By: ensuring coverage of topics and strands over a two year period. Using: * Two Year Overview
* whole class teaching
* co-operative group activities
* individual exploration
* co-operative learning and communication of ideas
* CRITICAL THINKING
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| **Budget and Resource Provision**Yearly budget to include budgeting for:Resources Equipment Teachers Manuals Resource Books Staff Development Each year it will be decided whether it is to be a maintenance or enhancement budget depending on yearly curriculum focus |