ST BEDE’S PRIMARY SCHOOL
RED HILL ACT

PERSONAL DEVELOPMENT,
HEALTH
AND
PHYSICAL EDUCATION
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MISSION & VISION STATEMENT

VISION
St Bede’s is a Christ centred learning community which celebrates and respects the unique gifts of each person by embracing its motto ‘Walk in Love and Peace’.

MISSION
Inspiring Faith
At St Bede’s we strive to:
• foster a contemporary, Christian community that draws inspiration from the teachings of Christ, and is informed by and responsive to our Catholic Tradition and Scripture;
• model an appreciation of spirituality and encourage the spiritual formation of each individual;
• promote Christian relationships in our community that are based on reconciliation;
• create a positive school environment where the welfare of each student is paramount.

Enriching Learning
At St Bede’s we strive to:
• focus on learning as a vital life-long skill that can be achieved by all students;
• promote a love and enjoyment of learning;
• develop and provide relevant and challenging learning experiences for all students;
• welcome new ideas and be open to change, while consolidating those practices that continue to be successful;
• reinforce achievements and celebrate success.

Building Community
At St Bede’s we strive to:
• foster awareness of the rights and responsibilities of humanity, serving others through just and inclusive relationships;
• foster positive relationships among the school and its wider community, allowing self esteem and confidence to flourish;
• use shared decision making processes;
• consider others, be courteous, cooperate, compromise where appropriate and consider the consequences of our actions;
• promote the importance of a balanced life.

Managing Resources
At St Bede’s we strive to:
• promote ongoing educational opportunities for all in the community;
• support teaching and learning through the purchase, maintenance and responsible use of appropriate resources.
St Bede’s would like to acknowledge the work of St Michael’s Primary School, Kaleen in helping to develop this policy.

Rationale

At St Bede’s School, we regard each student as unique and of infinite value. The Personal Development, Health and Physical Education (PD H PE) Curriculum is designed to promote the development of the whole person, physically, emotionally, mentally, socially, cognitively and spiritually.

During childhood, students develop lifestyle patterns impacted by social and cultural contexts. For this reason at St Bede’s it is imperative that students learn to adopt an active lifestyle. Students are given the opportunity to understand and develop ways to maintain their health and develop a greater understanding of self through challenge, skill and knowledge development. Students will be provided with the opportunity to practise informed decision making, planning and practical skill implementation. Through challenges and enjoyment, students will be provided with the opportunity to learn how to build and appreciate positive and healthy relationships.

VISION

St Bede’s is a Christ centred learning community that celebrates and respects the unique gifts of each person by embracing its motto ‘Walk in Love and Peace’.

SCHOOL MISSION & EXIT OUTCOMES

Inspiring Faith

This aspect of our mission highlights our commitment to develop in students a realisation of the importance of spirituality and faith within their lives. As they leave St Bede’s students should have the foundations to live a Christian life. The Personal Development, Health & Physical Education Curriculum provides students with the opportunity to:

• understand Gospel values and make appropriate life choices;
• respect the dignity of each person, understanding that all people are created in the image of God;
• appreciate the wonder of creation;
• accept the challenge of leading balanced lives; and
• appreciate and demonstrate honesty and integrity.

Enriching Learning

This aspect of our mission highlights our commitment to develop in students the ability to access, acquire and apply information. Learning is a life long process and, as such, students need the skills that will enable them to willingly engage in this process throughout their lives. Students leaving St Bede’s should have the foundations to enable them to continue learning beyond the formal school years. The Personal Development, Health & Physical Education Curriculum provides students with the opportunity to:

• confidently share information in a variety of ways;
• demonstrate listening skills;
• apply problem solving strategies;
• use critical thinking skills;
• display creativity;
• take risks when learning;
• predict, estimate, hypothesise and reflect;
• enjoy learning;
• give and receive positive and constructive feedback; and
• value multiple intelligences.

**Building Community**
This aspect of our mission highlights our commitment to develop in students an awareness of their role as members of a broad community, comprising of communities including parish, local, national and global. Students leaving St Bede’s should have the foundations to enable them to appreciate, respond, participate and contribute to each of these communities. The Personal Development, Health & Physical Education Curriculum provides students with the opportunity to:
• display enthusiasm and a positive outlook;
• recognise and respond to others’ needs and values;
• use appropriate interpersonal skills;
• exhibit interdependence;
• care for others; and
• understand and live the 5 C’s - cooperation, consideration, courtesy, compromise and consequences.

**Managing Resources**
This aspect of our mission highlights our commitment to develop in students an awareness of the importance of promoting ongoing educational and life-giving opportunities for all in the community. Students leaving St Bede’s should have the foundations to enable them to work with others and to be resourceful people for the benefit of present and future generations. The Personal Development, Health & Physical Education Curriculum provides students with the opportunity to:
• cooperate and work as part of a community; and
• consider the needs of the future.
Essential Learning Achievements - Markers of Progress

ELA 1 - The student uses a range of strategies to think and learn - Markers of Progress

Early Childhood
- Think about relevant situations and problems individually and in groups.
- Ask questions and look for answers.
- Explore thinking tools or processes to think about and solve problems.
- Talk about their thinking and how it has changed.
- Use imagination, pictures and diagrams to help thinking and learning.
- Explore the use of ICT as a tool for thinking and learning.
- Practise their learning.
- Describe how they learnt something.

Later Childhood Band
- Experiment with some structured thinking tools or processes to explore issues and problems and consider different perspectives.
- Ask questions and search for answers.
- Decide on steps to undertake an analysis of an issue or problem, including the appropriate use of ICT as a tool.
- Use simple logic to organise and sequence their ideas.
- Use imagination, creative and lateral thinking, create visual representations to assist their thinking and suggest alternative possible solutions to problems.
- Reflect on their learning, identify what helps them to learn and seek help when they need it.
- Practise and rehearse their learning.

Early Adolescence Band
- Develop understanding about how knowledge can be created (eg through observation, discovery, new ways of thinking, analysis and testing, and synthesis of existing knowledge within and across disciplines).
- Choose from a range of thinking tools or processes and use them to think in different ways indepth and generate different points of view on issues and problems.
- Use logical, creative and lateral thinking to explore relevant knowledge indepth, distinguish central concepts from contributing ideas, stimulate imagination and generate and test creative ideas and solutions.
- Use ICT as a tool for thinking and learning.
- Reflect on and discuss the thinking tools or processes they use.
- Recognise how feelings influence their thinking.
- Reflect on and describe different ways they learn effectively (eg physical skills, interpersonal skills, abstract concepts).
- Practise and rehearse to reinforce and improve learning.
- Develop strategies to promote motivation and persistence in learning (eg practise a new skill, memorise information, persist with solving a complex problem).
ELA 2 - The student understands and applies the inquiry process - Markers of Progress

Early Childhood Band

- Explore inquiry as a useful process for creating knowledge and understanding the world around them.
- Contribute to planning and conducting simple investigations by asking questions and seeking answers through observing, experimenting, engaging with information in texts, discussing ideas with others and using ICT.
- Ask questions and identify possible sources of information to seek answers.
- Make predictions or conjectures related to their everyday experience and think through ways to test them.
- Make observations about what is happening around them using their senses.
- Follow suggestions to collect and record data or information from a small range of sources (e.g. from simple experimentation, mathematical procedures, talking with others or from one or two text sources).
- Learn how to use appropriate tools and equipment safely to make measurements and record information.
- Make judgements about the usefulness of data or information collected.
- Follow suggestions to order and present data or information (e.g. grouping or sequencing, drawing, simple table, graph or timeline).
- Revisit their questions in the light of results or information collected, talk about the way in which the investigation could be changed and begin to consider the fairness of tests.
- Attempt to convince themselves and others that their findings are true.
- Share and communicate observations, findings, ideas and understandings.

Later Childhood Band

- Recognise different contexts for applying the inquiry process.
- Understand the various stages of planning and conducting a straightforward inquiry.
- Create questions and predictions for investigation and testing.
- Identify and describe the mathematical nature of various problems and make and test straightforward statements, propositions and conjectures.
- Contribute to planning a variety of investigations, recognising where comparisons may be fair and unfair.
- Make decisions about information and equipment needed and the tasks to be carried out.
- Collect and record data, checking and repeating observations or measurements as needed.
- Use equipment safely and appropriately.
- Use interviews and simple surveys to ask people for information and opinions.
- Conduct searches for information and use a range of sources (e.g. information texts, artefacts, maps, images).
- Evaluate the accuracy, relevance and credibility of data or information.
- Organise and present data, and identify patterns.
- Discuss and compare results with their questions and predictions, and draw conclusions.
- Explain the inquiry approach taken and communicate their findings or conclusions, generalising about them using specific instances they have observed, data they have analysed or information they have assembled.
- Attempt to convince others about the reasonableness of their findings.
- Reflect on their inquiry experience, identify what went well and difficulties encountered, and suggest improvements to the investigation.
Early Adolescence Band

- Understand variations of the inquiry process used in particular disciplines (e.g. in historical research, scientific testing, mathematical analysis).
- Select and use appropriate forms of the inquiry process for particular purposes, including a range of investigative, modelling and problem-solving strategies.
- Formulate questions, predictions or propositions suitable for investigation and clarify the inquiry focus.
- Plan steps to conduct the inquiry, including equipment, safety, time and level of collaboration required.
- Determine data or information needs and devise suitable methods to collect the data or information required.
- Plan and conduct scientific investigations with an understanding of the requirements of fair testing (e.g. maintain the same conditions, identify the variable to be changed and the variable to be measured).
- Collect and assemble relevant data or information taking steps to minimise error (e.g. systematic observation, repeated trials).
- Access and interpret a range of primary and/or secondary sources of information (e.g. historical documents, images, oral histories, biographies, articles, media sources, statistical data sets).
- Evaluate the accuracy, relevance, completeness and credibility of data and information and their sources (e.g. recognise evidence, opinion, bias and perspective; identify credentials of authors or websites).
- Develop mathematical models, test propositions, hypotheses and conjectures, and identify key assumptions and conditions that apply to working mathematically in different contexts.
- Organise and analyse data or information (e.g. using ICT), summarise and explain patterns in data, or compare and synthesise information from different sources.
- Review their understanding in light of new information.
- Draw reasonable conclusions based on analysis of data and information.
- Systematically check reasoning and follow simple deductions to explore the possible truth of mathematical statements and justify generalisations.
- Present the inquiry focus, problems, background, ideas and approaches and report on results, findings and conclusions using suitable representations and discipline-based terminology.
- Discuss and compare their results with those of others for the same investigations or conduct further investigations.
- Reflect on the appropriateness of methods of presenting data in terms of clarity and/or ease of analysis.
- Acknowledge sources of information using bibliographies.

ELA 3 - The student makes considered decisions - Markers of Progress

Early Childhood Band

- Be aware when they have a choice.
- Ask for advice when making a decision or a plan.
- Delay a decision until they have thought about it.
- Identify a criterion for identifying a good decision (I’ll know that I’ve made the right choice if...).
- Notice if someone else has been affected by their decision.
- Set a small number of goals.
- Change their plans if they have a new idea or gain new information.
- Make decisions about how to complete a learning task and put them into effect.
Later Childhood Band

- Understand that time spent planning saves time doing.
- Prepare a plan containing a list of things to do and a timetable for doing them.
- List advantages, disadvantages and risks of various options, using the inquiry process to gather information about them.
- Explore how personal wants, feelings and impulsiveness can impact on decision-making.
- Develop and apply a small number of criteria for judging the quality of a decision.
- Identify what influenced them in a recent decision.
- Identify possible consequences of different decisions.
- Make decisions about how to complete a learning task and put them into effect.

Early Adolescence

- Prepare a detailed plan covering a timeframe of several weeks and identify resources and time needed to carry out the plan successfully.
- Use the inquiry process to gather information from a variety of sources to identify additional options.
- Identify and evaluate the influences of media and peers in relation to a recent decision.
- Identify sources of information for making decisions about key aspects of their lives (eg school pathways, health behaviours).
- Access the impact and consequences of decisions they have already made to identify whether they will impact on their future choices.
- Develop criteria to judge future decisions.
- Analyse strengths and weaknesses of options, using a SWOT tool or similar strategy.
- Predict possible benefits, consequences and risks relating to different decisions.
- Clarify feelings, values and beliefs in relation to particular decisions.

ELA 4 - The student acts with integrity and regard for others - Markers of Progress

Early Childhood

- Explain why they believe a particular action they or their peers or characters in a story have taken is right or wrong.
- Understand that there are rules and codes of behaviour for their class and why these are needed.
- Move beyond a concentration on self to identify the feelings of some other people and how those feelings make people behave.
- Understands personal abilities.
- Distinguish some differences between themselves and others.
- Share with their peers when playing and in the classroom.

Later Childhood Band

- Identify actions they believe are right or wrong in a range of contexts that are relevant to them.
- Define right and wrong actions in terms of rules and laws and in terms of their own emerging moral code.
- Recognise that some people are of better moral character than others.
- Identify real-life situations where someone is being treated unkindly or unfairly and when they encounter such situations they try to rectify them.
- Recognise diversity and have started to move beyond explaining it in stereotypes.
Early Adolescence Band
- Draw upon their own developing moral code and relevant ethical codes of practice to demonstrate integrity and regard for others.
- Describe reasons for their own actions (past or intended) in these two areas using ethical terms.
- Identify ethical alternatives to practices they consider to be unjust.
- Respect and care for others in a range of situations within the school context.

ELA 5 - The student contributes to group effectiveness - Markers of Progress

Early Childhood Band
- Work in pairs and small groups with peers.
- Stay on task and share resources fairly in the group to complete structured activities within set timeframes.
- Describe their contribution to the group’s activities.
- Listen to the ideas of others.
- Identify the feelings and needs of other people in the group.
- Share their own ideas and behave appropriately in a range of social group situations.

Later Childhood Band
- Work in a variety of groups and understand.
- Take on a range of assigned roles in each group.
- Contribute relevant ideas and opinions.
- Listen carefully to and consider the contributions of other members of the group.
- Support others in the group by giving appropriate feedback and offering assistance.
- Work with others to resolve simple conflicts.
- Share resources and undertake their fair share of the work in a group.
- Play on a team, following the rules of the game.
- Reflect on the success of the team and describe their contribution to the team’s effort.

Early Adolescence Band
- Work effectively in a variety of groups and teams.
- Take on a range of roles to complete tasks of varying length and complexity.
- Respect the ideas of others and consider their feelings when responding, showing respect even when disagreeing strongly.
- Work cooperatively to allocate tasks and negotiate goals and actions.
- Know when to promote their ideas and when to compromise them for the benefit of the group.
- Identify and use a variety of strategies to manage and resolve conflict.
- Understand the benefits of working in a group to support learning.
- Provide feedback to others.
- Evaluate and act to improve their own and the group’s or team’s performance.
ELA 6 The student uses information and communication technologies effectively - Markers of Progress

Early Childhood Band
- Experiment with ICT as a creative tool and to communicate their ideas.
- Share experiences and develop new learning and skills in operating ICT.
- Identify and safely use computer hardware and available peripherals.
- Know basic operations, including navigating the desktop and using interactive resources.
- Create documents using basic keyboard skills and formatting techniques.

Later Childhood Band
- Select and use ICT for different learning and creative purposes.
- Engage in directed online projects, in both local and global environments. Communicate and collaborate using ICT with identified audiences to share ideas, responses, understanding and information.
- Use the basic capabilities of a range of ICT devices.
- Manage personal ICT resources and work efficiently with files and content in digital environments.
- Demonstrate safe, ethical and responsible behaviour when using ICT.

Early Adolescence
- Create, use and evaluate innovative ICT solutions in response to learning tasks.
- Select and use a range of ICT purposefully and safely.
- Apply sound operational skills.
- Know how to access, create, present, communicate and manage digital information using agreed processes and conventions.
- Use ICT to interact with audiences and information sources in local and global contexts.
- Apply preventative strategies to protect personal information.
- Evaluate how their use of ICT meets ethical and legal criteria.
Essential Learning Achievements - Markers of Progress

ELA 12 - The student takes action to promote health - Markers of Progress

Early Childhood
- Describes what people do to stay healthy
- Understands that physical activity, rest, sleep and healthy eating are important for their health
- Understands that drugs can help them recover from illness but can also be harmful
- Distinguishes between feeling safe and unsafe
- Identifies safe and unsafe situations
- Describes protective strategies they can use in unsafe situations
- Identifies people who can keep them safe and help them when they feel unsafe

Later Childhood
- Understands the need to take responsibility for their own health
- Recognises different influences on their health choices
- Identifies products, substances and behaviours that have a positive and negative effect on their health
- Identifies legal and illegal drugs and describes some of the effects of tobacco and alcohol on the body.
- Identifies ways in which they can protect themselves from harm
- Describes ways they can act to increase the safety and health of those around them
- Categorises individuals and services in the community that help protect their health

Early Adolescence
- Understands the multi-dimensional nature of health
- Identifies and investigates health concerns affecting young people
- Identifies a range of drugs, explain their short- and long-term effects and speculate about reasons people may choose to use or not to use them
- Evaluates their own health needs
- Recognises how to access health information, services and products to improve their health
- Understands that lifestyle choices that impact on later health can be formed in adolescence
- Predicts the consequences of risk behaviours associated with safety
- Identifies and assesses strategies to minimise harm

Essential Learning Achievements - Essential Content

ELA 12 The student takes action to promote health

Early Childhood Band of Development:

Learn about:
12.EC.1 the components of a healthy lifestyle (e.g. sleep, rest, physical activity, healthy food choices)
12.EC.2 good personal hygiene practices
12.EC.3 people and products that keep them healthy (e.g. at home, in the local community)
Healthy food habits
12.EC.4 food choices for good health
12.EC.5 balanced eating habits
Drugs
12.EC.6 drugs as helpful and harmful substances

Safety
12.EC.7 ways to protect themselves from the sun and when near water (e.g. water safety awareness)
12.EC.8 ways they can keep themselves safe as pedestrians (e.g. hold an adult’s hand) and as passengers (e.g. use of seatbelts)
12.EC.9 rules for safe play and appropriate behaviour at home and at school
12.EC.10 appropriate and inappropriate touching.

Learn to:
12.EC.11 prepare, taste and identify a range of healthy foods
12.EC.12 recognise safe and unsafe situations
12.EC.13 recognise injury and how to contact emergency services
12.EC.14 respond to situations that make them feel unsafe and identify people who can help.

Later Childhood Band of Development:

Learn about:
12.LC.1 the factors that influence personal health choices (e.g. media, family, peers)
12.LC.2 how to distinguish between products that support their health and those that do not

Healthy food habits
12.LC.3 balanced eating habits and a variety of good food choices
12.LC.4 food for special occasions
12.LC.5 food handling and storage

Drugs
12.LC.6 why people use drugs for medical and non-medical reasons
12.LC.7 appropriate use, storage and labelling of medications
12.LC.8 the effects of tobacco and alcohol on the body
12.LC.9 types of legal and illegal drugs

Safety
12.LC.10 when and how to protect themselves from the sun
12.LC.11 safe practices as pedestrians (e.g. near buses), passengers and on wheels (e.g. using bicycles, skateboards and roller blades)
12.LC.12 how the places people live, work and play can influence their health
12.LC.13 emergency first aid
12.LC.14 local community services that help protect their health.

Learn to:
12.LC.15 consider how their choices influence health status now and in the future (e.g. use of tobacco)
12.LC.16 plan and prepare a meal based on healthy food choices
12.LC.17 assess options and consequences in responding to unsafe situations
12.LC.18 identify risk situations, people and places and ways to respond
12.LC.19 plan how to take responsibility for their own safety and that of others (e.g. swim only in safe places, wear seatbelts and helmets)
12.LC.20 formulate and practise action plans for accidents and medical emergency situations at home, at school and in the local area
12.LC.21 recognise warning signs and behaviours that are threatening.

Adolescent Band of Development:

Learn about:
12.EA.1 factors that influence health (e.g. environment, lifestyle, medical conditions, genetics)
12.EA.2 the influence of lifestyle behaviours on their health now and in later life
12.EA.3 the relationship between the physical, emotional, mental and social dimensions of health
12.EA.4 health information, services and products and ways to access them (e.g. family, peers, school, media, Internet, local doctor)

Healthy food habits
12.EA.5 the relationship between food choices, physical activity and health
12.EA.6 cultural and social influences on food choices

Drugs
12.EA.7 short and long-term effects of drug use on health
12.EA.8 reasons why people use and do not use drugs
12.EA.9 prevalence and patterns of adolescent drug use

Safety
12.EA.10 factors influencing risk-taking and possible consequences of risk behaviour
12.EA.11 strategies to minimise harm (e.g. acquiring knowledge, safe attitudes, developing personal skills, identifying support networks)
12.EA.12 basic procedures for first aid and emergency assistance.

Learn to:
12.EA.13 investigate how contemporary health issues affect young people (e.g. obesity, drug use and road safety) and identify health information, services and products designed to address the health needs of young people
12.EA.14 critically interpret what is presented in the media about health (e.g. body image and nutrition)
12.EA.15 design and prepare family meals that reflect healthy food choices
12.EA.16 investigate the dietary habits of young people (e.g. in relation to recommended dietary guidelines)
12.EA.17 consider reasons why people choose to use or not to use drugs and factors that might influence such choices
12.EA.18 identify risk factors and behaviours in real-life situations and identify and assess strategies to minimise harm (e.g. on the road, at a party, in water environments, as a passenger, being offered drugs)
12.EA.19 recognise unsafe situations and make judgements about when it is necessary to seek help from others.
Essential Learning Achievements - Markers of Progress

ELA 13 The student is physically skilled and active - Markers of Progress

Early Childhood
- Demonstrates fundamental movement skills of balancing, running, jumping vertically and catching
- Participates in active play and games
- Adapts new skills to integrate into their play
- Performs movement sequences by following and repeating movements, rhythms and patterns.
- Participates cooperatively
- Shares equipment and space during physical activities

Later Childhood
- Participates regularly in a wide range of physical activities
- Demonstrates competency in all fundamental movement skills
- Applies fundamental movement skills in different activities and games
- Creates basic movement sequences and perform them with consistency and control
- Uses equipment and space safely
- Understands fair play and follow the rules in games.
- Describes the importance of maintaining a physically active lifestyle

Early Adolescence
- Demonstrates competency in a range of movements and sport-specific skills
- Applies, refines and combines movement skills in different physical activities
- Devises and implements strategies in games, using and adapting a range of movement skills.
- Understands the relationships between physical activity, fitness and health
- Sets personal goals
- Regularly engages in moderate to vigorous physical activity
- Evaluates their own levels of skill and activity

Essential Learning Achievements - Essential Content

ELA 13 The student is physically skilled and active

Early Childhood Band of Development:

Learn about:
13.EC.1 fundamental movement skills and the language used to describe them (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)
13.EC.2 cooperative and safe practices in physical activity.

Learn to:
13.EC.3 perform the fundamental movement skills of balance, run, vertical jump and catch
13.EC.4 explore movement in a variety of physical activities, individually and in groups, with and without equipment
13.EC.5 use fine motor skills including grasping, manipulating and hand-eye coordination
13.EC.6 play, create and move using different types of equipment
13.EC.7 develop movement sequences using various parts of the body and in response to different stimuli (e.g. patterns, rhythms).
13.EC.8 respond to simple instructions in play and game situations
13.EC.9 cooperate with others and share equipment and space.

St Bede’s PD H PE policy 2010
Later Childhood Band of Development:

Learn about:
13.LC.1 fundamental movement skills in different types of physical activity (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)
13.LC.2 the effects of physical activity on the body
13.LC.3 how their levels of skill and fitness can influence their participation in physical activity
13.LC.4 correct use of sports equipment
13.LC.5 the concept of fair play and the functions of rules in games.

Learn to:
13.LC.6 perform the fundamental movement skills of hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge
13.LC.7 apply and transfer fundamental movement skills in minor and modified games situations
13.LC.8 practise the application of fundamental movement skills to create movement sequences in a range of physical activities (e.g. aquatics, minor and modified games, dance, gymnastics, track and field)
13.LC.9 identify personal needs and preferences for physical activity.

Early Adolescent Band of Development:

Learn about:
13.EA.1 the relationship between physical activity, fitness and health
13.EA.2 the relationship between nutrition and physical activity (i.e. energy intake and energy expenditure)
13.EA.3 ways to improve physical skill proficiency (e.g. technique, control, anticipation, timing)
13.EA.4 planning for regular physical activity as part of daily life
13.EA.5 the variety of roles that contribute to successful participation in physical activity (e.g. player, captain, coach, referee, scorer, administrator)
13.EA.6 the range of physical activities available to them in their local community.

Learn to:
13.EA.7 practise, refine, combine and apply fundamental and specialised movement skills in familiar and new activities and games
13.EA.8 demonstrate movement skill proficiency in different physical activities (e.g. aquatics, games and sports, dance, gymnastics, track and field, outdoor recreation)
13.EA.9 devise and implement strategies for playing games
13.EA.10 monitor their participation in physical activity
13.EA.11 set personal physical skill and activity goals, develop a programme to meet those goals and evaluate its success.
Essential Learning Achievements - Markers of Progress

ELA 14 - The student manages self and relationships - Markers of Progress

Early Childhood Band:
- Describes similarities and differences between self and others.
- We all have same basic needs.
- We all develop into unique individuals.
- Beginning to establish a positive self-concept.
- Identifies personal strengths and abilities.
- Understanding how their body is growing.
- Identify ways in which people care for them.
- Identify people important in their lives.
- Show consideration for the needs and feelings of others.

Later Childhood Band:
- Recognises influences on personal identity.
- Identify body changes during puberty.
- Identify characteristics of effective communication.
- Demonstrates skills which develop good relationships.
- Understand importance of positive relationships in well being.
- Identifies roles and responsibilities of members of different groups.
- Identify ways to respond to feeling upset or being bullied.

Later Adolescence Band:
- Describe the interdependence of personal identify, health and well-being.
- Identify strategies they can use to support themselves and others.
- Understand appropriate ways of expressing sexual feelings, and rights and responsibilities in sexual relationships.
- Identify challenges they may face at this time in their lives.
- Describe their capacity to reflect and respond to said challenges.
- Identify factors that contribute to positive, inclusive and respectful relationships.
- Evaluate own behaviour in relationships.

Essential Learning Achievements - Essential Content

ELA 14 - The student manages self and relationships

Early Childhood Band of Development:

Learn about:

Personal identity
14.EC.1 similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)

Human sexuality
14.EC.2 major body parts and their functions

Relationships
14.EC.3 physical changes to their bodies since birth
14.EC.4 ways of encouraging and caring for others
14.EC.5 making and keeping friends
14.EC.6 different types of families and the range of family roles and activities
Learn to:
14.EC.7 identify and describe their personal abilities and strengths
14.EC.8 describe the characteristics that make them similar to others and unique
14.EC.9 compare similarities and differences between people as they grow and develop
14.EC.10 describe their families and other groups to which they belong
14.EC.11 identify the feelings of others and practise the skills involved in making and maintaining friends
14.EC.12 identify those people and things that are special to them and explain why they are important

Later Childhood Band of Development:

Learn about:
*Personal identity*
14.LC.1 factors that influence their self-esteem
14.LC.2 how expectations of girls and boys, and men and women, can influence their choices, options and personal identity
14.LC.3 some differences in growth and development between individuals

*Human sexuality*
14.LC.4 the physical changes related to puberty
14.LC.5 how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals

*Relationships*
14.LC.6 why different people are important to them
14.LC.7 the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure)
14.LC.8 roles and responsibilities of members within different relationships (e.g. peer group, different types of families)
14.LC.9 how relationships can change (e.g. changing friends, divorce in families)
14.LC.10 how friendship and trust are developed in relationships.

Learn to:
14.LC.11 identify different influences on personal identity (e.g. media, peers, cultural beliefs, family, school)
14.LC.12 identify feelings associated with life changes (e.g. family change, loss) and strategies for coping with those feelings
14.LC.13 assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships
14.LC.14 express their needs and feelings in appropriate ways
14.LC.15 make friends and relate to different people.

Adolescent Band of Development:

Learn about:
*Personal identity*
14.EA.1 factors that influence a sense of self during early adolescence (e.g. impact of body image, views of what it means to be male or female, personal abilities and talents)
14.EA.2 strategies for building resilience and seeking help
14.EA.3 strategies for dealing with loss and grief
14.EA.4 different forms of connectedness (e.g. with a place, personal, cultural, spiritual)
Human sexuality
14.EA.5 the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity
14.EA.6 managing the changes associated with puberty, including their sexual feelings and sexual health
14.EA.7 how personal and community practices, cultures and traditions reflect different beliefs or values about expressions of sexuality

Relationships
14.EA.8 different types of relationships (e.g. family, friends, partner, work) and the rights and responsibilities of individuals in those relationships
14.EA.9 the qualities of positive and respectful relationships
14.EA.10 the dynamic nature of relationships
14.EA.11 forms of abuse, bullying and harassment and their impact on relationships.

Learn to:
14.EA.12 analyse the ways people define their own and others’ identities (e.g. by their clothes, behaviours, interests, connections with others or places)
14.EA.13 critically reflect on factors that influence their perceptions of their own capacity and potential
14.EA.14 recognise current challenges, predict future challenges and identify strategies for responding to those challenges
14.EA.15 recognise sexual feelings and evaluate standards of sexual behaviour considered appropriate by themselves, peers, family and the community
14.EA.16 identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings
14.EA.17 identify strategies to address the abuse of power in relationships and ways they could help themselves and others in this situation
14.EA.18 recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support
Agreed Practice: Teaching and Learning Strategies

The ACT Curriculum Frameworks, *Every Chance to Learn*, forms the basis of teaching and learning of Health and Physical Education at St Bede’s School. Other key resources will provide valuable experiences to assist our students in acquiring knowledge and understanding, values and attitudes as they develop the necessary skills in HPE. A combination of the following teaching and learning strategies will be employed:

<table>
<thead>
<tr>
<th>Health</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fruit break</td>
<td>• Sequenced gross motor/skills development</td>
</tr>
<tr>
<td>• Brainstorming</td>
<td>• Supported risk taking</td>
</tr>
<tr>
<td>• Cooperative games</td>
<td>• Modified games</td>
</tr>
<tr>
<td>• Developing / designing processes</td>
<td>• Specialist coaching for skills development</td>
</tr>
<tr>
<td>• Excursion</td>
<td>• Rotations/tabloid sports</td>
</tr>
<tr>
<td>• Games</td>
<td>• Structured Physical Education lessons</td>
</tr>
<tr>
<td>• Group Work</td>
<td>- Warm up</td>
</tr>
<tr>
<td>• Investigation</td>
<td>- Skill Development/Modelling</td>
</tr>
<tr>
<td>• Open ended questioning</td>
<td>- Modified game</td>
</tr>
<tr>
<td>• Peer Tutoring</td>
<td>- Cool Down</td>
</tr>
<tr>
<td>• Problem solving</td>
<td>• Building fitness and Physical activity</td>
</tr>
<tr>
<td>• Recall</td>
<td>• Cooperative games</td>
</tr>
<tr>
<td>• Reflection</td>
<td>• Using / manipulating equipment</td>
</tr>
<tr>
<td>• Resource based learning</td>
<td>• Student mentoring</td>
</tr>
<tr>
<td>• Role play / drama</td>
<td>• Carnivals</td>
</tr>
<tr>
<td>• Specialist speakers</td>
<td>• Excursion</td>
</tr>
<tr>
<td></td>
<td>• Formal Games</td>
</tr>
<tr>
<td></td>
<td>• Group Work</td>
</tr>
<tr>
<td></td>
<td>• Recall</td>
</tr>
<tr>
<td></td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td>• Resource based learning</td>
</tr>
</tbody>
</table>

- Warm up
- Skill Development/Modelling
- Modified game
- Cool Down
Agreed Practice: Programming and Implementation

The ACT Curriculum Framework ‘Every Chance to Learn’ underpins all Curricula at St Bede’s School. The Essential Learning Achievements (ELAs) are organised into Bands of Development. The Essential Content from ELA 12, 13 and 14 determine what learning transpires in the classroom environment. Class teachers determine the learning experiences and strategies in relation to the needs of their students and write their HPE programme accordingly, based on the Essential Content as distributed in the Scope and Sequences. The classroom teacher must use the Essential Content to develop Supporting Statements to bolster the direction of learning in Health and Physical Education.

Teachers are required to follow the St Bede’s School Scope and Sequences in ELA 12, 13 and 14 that were developed by the whole staff in 2009. ELA 14 is taught in Term Two, ELA 12 is taught in Term Three whilst ELA 13 is presented to students in each term. Teachers working in the same Band of Development plan and programme together as needed. Programmes reflect the alignment between the Every Chance to Learn Document; Essential Learning Achievements, Essential Content, Supporting Statement, Markers of Progress and the St Bede’s School Scope and Sequences, teaching and learning strategies and activities, assessment, reporting and evaluation.

When programming, teachers are required to use the St Bede’s School Stand Alone Proforma to explicitly programme all components of Health and Physical Education. It is a requisite that teachers include the following facets in their Physical Education Programme:

- Essential Learning Achievements
- Essential Content (learn about and learn to)
- Supporting Statements
- Assessment Type
- Teaching and Learning Strategies for each lesson, including:
  - Explicit Skill to be taught
  - Warm Up
  - Skill Development
  - Modified Games
  - Cool Down
- Resources

Health is programmed using the St Bede’s School Stand Alone Proforma.

All classes conduct two Physical Education lessons per week. These lessons are on Tuesday and Thursday, with all students wearing their St Bede’s School Sports Uniform. Health lessons are taught according to teacher timetables.

The Coordinator will attempt to organise coaching clinics to coincide with grade level sports.

The Protective Behaviours Programme is conducted at the start of each year as a non-assessable learning experience. The aim of this programme is to provide students with strategies to keep themselves safe in a range of contexts. The two themes are;

**Theme 1** - “We all have the right to feel safe all the time”

**Theme 2** - “Nothing is so awful that we can't talk to someone about it”

Peer Support is conducted in Terms Two and Three as a non-assessable learning experience. Term Two is a four week introduction programme. Term Three implements one of the four modules contained in the Peer Support programme. For more information on this programme see the Peer Support section of this curriculum document. The Peer Support Programme forms the Health component for Term Three.
## Scope & Sequence of Essential Learning Achievements and Essential Content

**ELA 12 - The student takes action to promote health**
St Bede’s students are assessed in light of the ‘Learn To’ Essential Content, whilst the ‘Learn About’ Essential Content creates the scaffold around which pedagogy is formulated.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Kinder</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn</td>
<td>Safety</td>
<td>Healthy Food Habits</td>
<td>Drugs</td>
<td>Safety</td>
<td>Healthy Food Habits</td>
<td>Drugs</td>
<td>Safety</td>
</tr>
</tbody>
</table>

---

**Learn to**

|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
# Early Childhood Band

**ELA 12** The student takes action to promote health

**Marker of progress**
By the end of the early childhood band of development, students describe what people do to stay healthy. They know that physical activity, rest, sleep and healthy eating are important for their health. They know that drugs can help them recover from illness but can also be harmful. They distinguish between feeling safe and unsafe and they identify safe and unsafe situations. They describe protective strategies they can use in unsafe situations and identify people who can keep them safe and help them when they feel unsafe.

**In early childhood, students have opportunities to understand and learn about:**

<table>
<thead>
<tr>
<th>12.EC.1</th>
<th>the components of a healthy lifestyle (e.g. sleep, rest, physical activity, healthy food choices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.EC.2</td>
<td>good personal hygiene practices</td>
</tr>
<tr>
<td>12.EC.3</td>
<td>people and products that keep them healthy (e.g. at home, in the local community)</td>
</tr>
<tr>
<td><strong>Healthy food habits</strong></td>
<td></td>
</tr>
<tr>
<td>12.EC.4</td>
<td>food choices for good health</td>
</tr>
<tr>
<td>12.EC.5</td>
<td>balanced eating habits</td>
</tr>
<tr>
<td><strong>Drugs</strong></td>
<td></td>
</tr>
<tr>
<td>12.EC.6</td>
<td>drugs as helpful and harmful substances</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>12.EC.7</td>
<td>ways to protect themselves from the sun and when near water (e.g. water safety awareness)</td>
</tr>
<tr>
<td>12.EC.8</td>
<td>ways they can keep themselves safe as pedestrians (e.g. hold an adult’s hand) and as passengers (e.g. use of seatbelts)</td>
</tr>
<tr>
<td>12.EC.9</td>
<td>rules for safe play and appropriate behaviour at home and at school</td>
</tr>
<tr>
<td>12.EC.10</td>
<td>appropriate and inappropriate touching</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>12.EC.11</strong> prepare, taste and identify a range of healthy foods</td>
<td></td>
</tr>
<tr>
<td><strong>12.EC.12</strong> recognise safe and unsafe situations</td>
<td></td>
</tr>
<tr>
<td><strong>12.EC.13</strong> recognise injury and how to contact emergency services</td>
<td></td>
</tr>
<tr>
<td><strong>12.EC.14</strong> respond to situations that make them feel unsafe and identify people who can help</td>
<td></td>
</tr>
</tbody>
</table>
### ELA 13 The student is physically skilled and active

**Marker of progress**

By the end of the early childhood band of development, students demonstrate the fundamental movement skills of balancing, running, jumping vertically and catching. They participate in active play and games and adapt new skills to integrate into their play. They perform movement sequences by following and repeating movements, rhythms and patterns. They participate cooperatively and share equipment and space during physical activities.

**In early childhood, students have opportunities to understand and learn about:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.EC.1</td>
<td>fundamental movement skills and the language used to describe them (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)</td>
</tr>
<tr>
<td>13.EC.2</td>
<td>cooperative and safe practices in physical activity</td>
</tr>
</tbody>
</table>

**In early childhood, students have opportunities to learn to:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.EC.3</td>
<td>perform the fundamental movement skills of balance, run, vertical jump and catch</td>
</tr>
<tr>
<td>13.EC.4</td>
<td>explore movement in a variety of physical activities, individually and in groups, with and without equipment</td>
</tr>
<tr>
<td>13.EC.5</td>
<td>use fine motor skills including grasping, manipulating and hand-eye coordination</td>
</tr>
<tr>
<td>13.EC.6</td>
<td>play, create and move using different types of equipment</td>
</tr>
<tr>
<td>13.EC.7</td>
<td>develop movement sequences using various parts of the body and in response to different stimuli (e.g. patterns, rhythms)</td>
</tr>
<tr>
<td>13.EC.8</td>
<td>respond to simple instructions in play and game situations</td>
</tr>
<tr>
<td>13.EC.9</td>
<td>cooperate with others and share equipment and space</td>
</tr>
</tbody>
</table>

**Key:** Shaded boxes indicate where the content is taught and assessed.
## ELA 14 The student manages self and relationships

### Marker of progress
By the end of the early childhood band of development, students describe similarities and differences between themselves and others. They understand that people develop in unique ways, while still having the same basic needs. They are starting to establish a positive self-concept by identifying their personal strengths and abilities and understanding how their bodies are growing and developing. They identify people who are important to them and the ways in which they care for them. They show consideration for the needs and feelings of others in the class.

### In early childhood, students have opportunities to understand and learn about:

<table>
<thead>
<tr>
<th>Personal Identity</th>
<th>Humans Sexuality</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.EC.1</strong> similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)</td>
<td><strong>14.EC.3</strong> physical changes to their bodies since birth</td>
<td><strong>14.EC.4</strong> ways of encouraging and caring for others</td>
</tr>
<tr>
<td><strong>14.EC.2</strong> major body parts and their functions</td>
<td></td>
<td><strong>14.EC.5</strong> making and keeping friends</td>
</tr>
<tr>
<td><strong>14.EC.6</strong> different types of families and the range of family roles and activities</td>
<td></td>
<td><strong>14.EC.6</strong> different types of families and the range of family roles and activities</td>
</tr>
</tbody>
</table>

### In early childhood, students have opportunities to learn to:

| 14.EC.7 identify and describe their personal abilities and strengths | 14.EC.8 describe the characteristics that make them similar to others and unique | 14.EC.9 compare similarities and differences between people as they grow and develop |
| 14.EC.10 describe their families and other groups to which they belong | 14.EC.11 identify the feelings of others and practise the skills involved in making and maintaining friends | 14.EC.12 identify those people and things that are special to them and explain why they are important |
## Later Childhood Band

**ELA 12** The student takes action to promote health

### Marker of progress
By the end of the later childhood band of development, students understand the need to take responsibility for their own health and recognise different influences on their health choices. They identify products, substances and behaviours that have a positive and negative effect on their health. They identify legal and illegal drugs and describe some of the effects of tobacco and alcohol on the body. They identify ways in which they can protect themselves from harm. They describe ways they can act to increase the safety and health of those around them. They identify individuals and services in the community that help protect their health.

**Key:**
- **Shaded boxes** indicate where the content is taught and assessed.

### LATER Childhood Band of Development

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**In later childhood, students have opportunities to understand and learn about:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.LC.1</td>
<td>the factors that influence personal health choices (e.g. media, family, peers)</td>
</tr>
<tr>
<td>12.LC.2</td>
<td>how to distinguish between products that support their health and those that do not</td>
</tr>
<tr>
<td>12.LC.3</td>
<td>balanced eating habits and a variety of good food choices</td>
</tr>
<tr>
<td>12.LC.4</td>
<td>food for special occasions</td>
</tr>
<tr>
<td>12.LC.5</td>
<td>food handling and storage</td>
</tr>
<tr>
<td>12.LC.6</td>
<td>why people use drugs for medical and non-medical reasons</td>
</tr>
<tr>
<td>12.LC.7</td>
<td>appropriate use, storage and labelling of medications</td>
</tr>
<tr>
<td>12.LC.8</td>
<td>the effects of tobacco and alcohol on the body</td>
</tr>
<tr>
<td>12.LC.9</td>
<td>types of legal and illegal drugs</td>
</tr>
</tbody>
</table>
### Safety

12.LC.10 when and how to protect themselves from the sun

12.LC.11 safe practices as pedestrians (e.g. near buses), passengers and on wheels (e.g. using bicycles, skateboards and roller blades)

12.LC.12 how the places people live, work and play can influence their health

12.LC.13 emergency first aid

12.LC.14 local community services that help protect their health

**In later childhood, students have opportunities to learn to:**

12.LC.15 consider how their choices influence health status now and in the future (e.g. use of tobacco)

12.LC.16 plan and prepare a meal based on healthy food choices

12.LC.17 assess options and consequences in responding to unsafe situations

12.LC.18 identify risk situations, people and places and ways to respond

12.LC.19 plan how to take responsibility for their own safety and that of others (e.g. swim only in safe places, wear seatbelts and helmets)

12.LC.20 formulate and practise action plans for accidents and medical emergency situations at home, at school and in the local area

12.LC.21 recognise warning signs and behaviours that are threatening
## ELA 13 The student is physically skilled and active

### Marker of progress

By the end of the later childhood band of development, students participate regularly in a wide range of physical activities. They show competency in all the fundamental movement skills and apply them in different activities and games. They create basic movement sequences and perform them with consistency and control. They use equipment and space safely. They understand fair play and follow the rules in games. They describe the importance of maintaining a physically active lifestyle.

### In later childhood, students have opportunities to understand and learn about:

<table>
<thead>
<tr>
<th>13.LC.1</th>
<th>fundamental movement skills in different types of physical activity (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.LC.2</td>
<td>the effects of physical activity on the body</td>
</tr>
<tr>
<td>13.LC.3</td>
<td>how their levels of skill and fitness can influence their participation in physical activity</td>
</tr>
<tr>
<td>13.LC.4</td>
<td>correct use of sports equipment</td>
</tr>
<tr>
<td>13.LC.5</td>
<td>the concept of fair play and the functions of rules in games</td>
</tr>
</tbody>
</table>

### In later childhood, students have opportunities to learn to:

| 13.LC.6 | perform the fundamental movement skills of hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge                                                                             |
| 13.LC.7 | apply and transfer fundamental movement skills in minor and modified games situations                                                                                                             |
| 13.LC.8 | practise the application of fundamental movement skills to create movement sequences in a range of physical activities (e.g. aquatics, minor and modified games, dance, gymnastics, track and field) |
| 13.LC.9 | identify personal needs and preferences for physical activity                                                                                                                                       |
**ELA 14** The student manages self and relationships

**Marker of progress**
By the end of the later childhood band of development, students recognise a range of influences on personal identity. They identify body changes related to puberty. They identify the characteristics of effective communication and demonstrate skills that enhance relationships. They understand how positive relationships are important for their well-being. They identify the roles and responsibilities of members of different groups. They demonstrate skills for establishing and maintaining positive relationships. They identify actions they can take when they feel upset or bullied.

**In later childhood, students have opportunities to understand and learn about:**

<table>
<thead>
<tr>
<th><strong>Personal identity</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
<th><strong>5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.LC.1</strong> factors that influence their self-esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.2</strong> how expectations of girls and boys, and men and women, can influence their choices, options and personal identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.3</strong> some differences in growth and development between individuals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Human Sexuality**

<table>
<thead>
<tr>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
<th><strong>5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.LC.4</strong> the physical changes related to puberty</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.5</strong> how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Relationships**

<table>
<thead>
<tr>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
<th><strong>5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.LC.6</strong> why different people are important to them</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.7</strong> the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.8</strong> roles and responsibilities of members within different relationships (e.g. peer group, different types of families)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.9</strong> how relationships can change (e.g. changing friends, divorce in families)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.10</strong> how friendship and trust are developed in relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In later childhood, students have opportunities to learn to:**

<table>
<thead>
<tr>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
<th><strong>5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.LC.11</strong> identify different influences on personal identity (e.g. media, peers, cultural beliefs, family, school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.12</strong> identify feelings associated with life changes (e.g. family change, loss) and strategies for coping with those feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.13</strong> assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.LC.14</strong> express their needs and feelings in appropriate ways</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Later Childhood Band**

**ELA 12** The student takes action to promote health

**Marker of progress**
By the end of the early adolescence band of development, students understand the multi-dimensional nature of health. They identify and investigate health concerns affecting young people. They identify a range of drugs, explain their short- and long-term effects and speculate about reasons people may choose to use or not to use them. They evaluate their own health needs and know how to access health information, services and products to improve their health. They understand that lifestyle choices that impact on later health can be formed in adolescence. They predict the consequences of risk behaviours associated with safety and identify and assess strategies to minimise harm.

**Key:**
All essential content listed is taught and assessed in Year 6.

<table>
<thead>
<tr>
<th>In early adolescence, students have opportunities to understand and learn about:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12.EA.1</strong> factors that influence health (e.g. environment, lifestyle, medical conditions, genetics)</td>
</tr>
</tbody>
</table>

*Healthy food habits*

| 12.EA.5 | the relationship between food choices, physical activity and health |

*Safety*

| 12.EA.12 | basic procedures for first aid and emergency assistance |

In early adolescence, students have opportunities to learn to:

| 12.EA.13 | investigate how contemporary health issues affect young people (e.g. obesity, drug use and road safety) and identify health information, services and products designed to address the health needs of young people |
| 12.EA.15 | design and prepare family meals that reflect healthy food choices |
| 12.EA.19 | recognise unsafe situations and make judgements about when it is necessary to seek help from others |
## ELA 13  The student is physically skilled and active

### Marker of progress

By the end of the early adolescence band of development, students show competency in a range of movement and sport-specific skills. They apply, refine and combine movement skills in different physical activities. They devise and implement strategies in games, using and adapting a range of movement skills. They understand the relationships between physical activity, fitness and health. They set personal goals, regularly engage in moderate to vigorous physical activity and evaluate their own levels of skill and activity.

### In early adolescence, students have opportunities to understand and learn about:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>13.EA.1</td>
<td>the relationship between physical activity, fitness and health</td>
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### In early adolescence, students have opportunities to learn to:

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<tbody>
<tr>
<td>13.EA.7</td>
<td>practise, refine, combine and apply fundamental and specialised movement skills in familiar and new activities and games</td>
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<td>13.EA.8</td>
<td>demonstrate movement skill proficiency in different physical activities (e.g. aquatics, games and sports, dance, gymnastics, track and field, outdoor recreation)</td>
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<td>13.EA.9</td>
<td>devise and implement strategies for playing games</td>
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<td>13.EA.10</td>
<td>monitor their participation in physical activity</td>
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</table>
**ELA 14** The student manages self and relationship

**Marker of progress**
By the end of the early adolescence band of development, students assess the factors that contribute to the development of personal identity. They identify challenges and opportunities they may experience at this stage of their lives and demonstrate a realistic sense of their ability to respond to them. They understand that puberty is a time of change and they develop strategies to deal with sexual feelings and health. They identify strategies to build resilience and seek help that assist them to feel connected and supported. They identify qualities within themselves and others that contribute to positive and respectful relationships and describe strategies for building, maintaining and closing relationships.

### In early adolescence, students have opportunities to understand and learn about:

#### Personal identity
- **14.EA.1** factors that influence a sense of self during early adolescence (e.g. impact of body image, views of what it means to be male or female, personal abilities and talents)
- **14.EA.2** strategies for building resilience and seeking help

#### Human sexuality
- **14.EA.5** the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity

#### Relationships
- **14.EA.8** different types of relationships (e.g. family, friends, partner, work) and the rights and responsibilities of individuals in those relationships

### In early adolescence, students have opportunities to learn to:
- **14.EA.12** analyse the ways people define their own and others’ identities (e.g. by their clothes, behaviours, interests, connections with others or places)
- **14.EA.16** identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings
<table>
<thead>
<tr>
<th>Year</th>
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</table>
| K    | 12.EC.9: Rules for safe play and appropriate behaviour  
    14.EC.1: Similarities and Differences  
    13.EC.1, 2, 3, 4, 9: PMP | 12.EC.10, 13, 14: Protective behaviours  
    13.EC.1,4,9: Active Australia | 14.EC.7, 8: Personal abilities and strengths  
    13.EC.1-4: Active Australia, athletics | 12.EC.7,8: Sunsmart  
    Road safety  
    13.EC.1, 2: Swimming and water safety |
| 1    | 12.EC.1, 2, 4: Healthy lifestyle  
    Keeping healthy  
    14.EC.4, 5, 6: Caring for others  
    13.EC.1, 2, 3, 4, 9: PMP | 14.EC.4-6: Friends, family, community  
    13.EC.1-4, 9: Active Australia | 12.EC.6, 10, 12: Protective behaviours  
    Safe and unsafe situations  
    13.EC.1-4: Active Australia Athletics | 12.EC.4, 5: Healthy foods  
    Balanced eating habits  
    13.EC.1, 2: Swimming and water safety |
| 2    | 14.EC.9: Similarities and Differences  
    13.EC.1, 2: Movement skills  
    Fundamental and fine motor skills | 12.EC.12-14 Emergency services  
    13.EC.1-4, 9: Active Australia | 12.EC.6, 10, 12: Protective behaviours and drugs  
    13.EC.1-4: Active Australia Athletics | 14.EC.2, 3: Body organs  
    13.EC.1, 2: Swimming and water safety |
## Scope and Sequence of Topics
(Later Childhood)

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>3</td>
<td>12.LC.12, 14: People and places in the community that affect health 13.LC.1, 4-7,9: Tee-ball</td>
<td>12.LC.1-5, 16: Healthy eating 13.LC.1, 4-7,9: Soccer</td>
<td>12.LC. 21: Warning signs and threatening behaviours</td>
<td>14.LC.1, 6, 7, 13: Effective communication, self esteem and effects of actions 13.LC.1, 4-7,9: Cricket 13.LC.1: Swimming and water safety</td>
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</table>
### Scope and Sequence of Topics
(Early Adolescence)

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Assessment and Reporting

St Bede’s School practises meaningful student-centred assessment. Assessment is an essential and integral part of the teaching and learning process. Forms of assessment include diagnostic, formative and summative. These determine the progress of student achievement through the Essential Content of the Essential Learning Achievements from the ACT Curriculum Framework. St Bede’s School students are assessed in light of the ‘Learn To’ Essential Content. The ‘Learn About’ Essential Content creates the scaffold around which pedagogy is formulated. Refer to the Agreed Practice for Assessment and Reporting Practices in the Core Document.

Evaluation

St Bede’s School Health and Physical Education Curriculum Policy is a working document that seeks to both underwrite and reflect the Health and Physical Education (HPE) practice within St Bede’s School. As such, regular evaluation is essential both of the document itself and the practice it supports in the school. This is achieved in the following ways;

Programming
The units of work taught are outlined in the scope and sequence charts. They are reflected in the class programmes of individual teachers. The content for each term’s work is discussed during Band of Development Meetings with the appropriate Coordinator. These meetings ensure that the Scope and Sequences are followed and programming proformas utilised. The programmes are collected at the end of Week Four by the Coordinator and evaluated accordingly. Effectiveness of the programme is to be evaluated in Week Ten of each term at a Band of Development Meeting with the Coordinator present. This includes the effectiveness of teaching, assessment, time frames, resources, and student learning. The evaluation of the HPE programme should be used as a reference point for future programming and teaching. Refer to the Evaluation Proformas in Core Document

Every Chance to Learn
St Bede’s uses the Essential Learning Achievements and Essential Content of Health and Physical Education to ensure that all learning moves in a sequence. The Scope and Sequence allows students to be exposed to and learn about a wide range of sports, coordination, skills, healthy eating habits, safety, relationships, human sexuality, drugs and personal identity. St Bede’s School regularly evaluates the Scope and Sequences to ensure that they are responsive to: the ongoing needs of the students and the changing world around them; developments in knowledge; evidence-based practice; and new information about student learning, pedagogy and assessment.

A-E Reporting
The mandated Federal A-E assessment reporting system is the grading scale of all Essential Content. Band of Development Meetings also exist to moderate student work samples according to the A-E assessment system.

Quality Teaching Framework
The framework is embedded in the teaching, learning and assessment of HPE. The elements that are focused on are specified within the programme. The elements are the driving tool to evaluate effective teaching. Teachers and coordinators collaborate to ensure successful implementation of the elements.
Acknowledgements


(2009) St Michael’s Primary School, Kaleen

(2009) St Bede’s Primary School, Red Hill, Staff
<table>
<thead>
<tr>
<th>Students have opportunities to learn about:</th>
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<tr>
<td>12.EC.7 ways to protect themselves from the sun and when near water</td>
<td>12.EC.1 components of a healthy lifestyle</td>
<td>12.EC.3 people and products that keep them healthy</td>
<td>12.LC.2 when and how to protect self from the sun</td>
<td>12.EA.1 factors that influence health</td>
<td>12.EA.5 the relationship between food choices, physical activity and health</td>
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<td>12.EC.8 ways they can keep themselves safe as pedestrians (e.g. hold an adult's hand) and as passengers</td>
<td>12.EC.2 good personal hygiene practices</td>
<td>12.EC.6 drugs as helpful and harmful substances</td>
<td>12.LC.6 why people use drugs for medical and non-medical reasons</td>
<td>12.EA.12 basic procedures for first aid and emergency assistance</td>
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<td>12.EC.9 rules for safe play and appropriate behaviour at home and at school</td>
<td>12.EC.4 food choices for good health</td>
<td>12.EC.10 appropriate and inappropriate touching</td>
<td>12.LC.10 safe practices as pedestrians, passengers and on wheels</td>
<td>12.LC.7 appropriate use, storage and labelling of medications</td>
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<tr>
<td>12.EC.10 appropriate and inappropriate touching</td>
<td>12.EC.5 balanced eating habits</td>
<td>12.EC.14 how places people live, work, play influence their health</td>
<td>12.LC.13 emergency first aid</td>
<td>12.LC.8 the effects of tobacco and alcohol on the body</td>
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<td>12.EC.3 people and products that keep them healthy</td>
<td>12.EC.10 appropriate and inappropriate touching</td>
<td>12.EC.14 how places people live, work, play influence their health</td>
<td>12.LC.14 local community services that help protect their health</td>
<td>12.LC.9 types of legal and illegal drugs</td>
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<tr>
<td>12.EA.12 recognise safe and unsafe situations</td>
<td>12.EC.11 prepare, taste and identify a range of healthy foods</td>
<td>12.EA.15 consider how their choices influence health status now and in the future</td>
<td>12.EA.14 respond to situations that make them feel unsafe and identify people who can help</td>
<td>12.EA.21 recognise warning signs and behaviours that are threatening</td>
<td>12.EA.13 investigate how contemporary health issues affect young people and identify health information, services and products designed to address the health needs of young people</td>
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<td>12.EC.14 respond to situations that make them feel unsafe and identify people who can help</td>
<td>12.EC.12 recognise safe and unsafe situations</td>
<td>12.LC.17 assess options, consequences in responding to unsafe situations, identify risk situations, people and places and ways to respond</td>
<td>12.LC.21 plan how to take responsibility for their own safety and that of others</td>
<td>12.LC.20 formulate and practise action plans for accidents and medical emergency situations at home, at school and in the local area</td>
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<td>12.EA.13 investigate how contemporary health issues affect young people and identify health information, services and products designed to address the health needs of young people</td>
<td>12.EC.11 prepare, taste and identify a range of healthy foods</td>
<td>12.LC.16 plan and prepare a meal based on healthy food choice</td>
<td>12.LC.18 identify risk situations, people and places and ways to respond</td>
<td>12.LC.19 plan how to take responsibility for their own safety and that of others</td>
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<td>12.EA.15 design and prepare family meals that reflect healthy food choices</td>
<td>12.EC.12 recognise safe and unsafe situations</td>
<td>12.LC.16 plan and prepare a meal based on healthy food choice</td>
<td>12.LC.18 identify risk situations, people and places and ways to respond</td>
<td>12.LC.20 formulate and practise action plans for accidents and medical emergency situations at home, at school and in the local area</td>
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<td>12.EA.19 recognise unsafe situations and make judgements about when it is necessary to seek help from others</td>
<td>12.EA.15 consider how their choices influence health status now and in the future</td>
<td>12.LC.17 assess options, consequences in responding to unsafe situations, identify risk situations, people and places and ways to respond</td>
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<th>St Bede’s Scope and Sequence for Health and Physical Education</th>
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<td><strong>Students have opportunities to learn about:</strong></td>
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<tr>
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<tr>
<td>13.EC.1</td>
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<tr>
<td>fundamental movement skills and the language used to describe their physical activity</td>
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<tr>
<td>13.EC.2</td>
</tr>
<tr>
<td>cooperative and safe practices in physical activity</td>
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<tr>
<td>13.EC.5</td>
</tr>
<tr>
<td>use fine motor skills including grasping, manipulating and hand-eye coordination</td>
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<tr>
<td>13.EC.6</td>
</tr>
<tr>
<td>play, create and move using different types of equipment</td>
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<tr>
<td>13.EC.7</td>
</tr>
<tr>
<td>develop movement sequences using various parts of the body and in response to different stimuli</td>
</tr>
<tr>
<td>13.EC.9</td>
</tr>
<tr>
<td>cooperate with others and share equipment and space</td>
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<td>13.LC.1</td>
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<td>fundamental movement skills and the language used to describe them</td>
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<td>cooperative and safe practices in physical activity</td>
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<td>13.LC.3</td>
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<tr>
<td>fundamental movement skills in different types of physical activity</td>
</tr>
<tr>
<td>13.LC.4</td>
</tr>
<tr>
<td>correct use of sports equipment</td>
</tr>
<tr>
<td>13.LC.5</td>
</tr>
<tr>
<td>the concept of fair play and the functions of rules in games</td>
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<tr>
<td>13.EA.1</td>
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<tr>
<td>the relationship between physical activity, fitness and health</td>
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St Bede’s PD H PE policy 2010
ELA 14 The student manages self and relationships

St Bede’s Scope and Sequence for Health and Physical Education

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<tr>
<td>14.EC.1 similarities and differences between themselves and others</td>
<td>14.EC.4 ways of encouraging and caring for others</td>
<td>14.EC.2 major body parts and their functions</td>
<td>14.EC.1 factors that influence their self-esteem</td>
<td>14.LC.2 how expectations of girls and boys, and men and women, can influence their choices, options and personal identity between individuals</td>
<td>14.EA.1 factors that influence a sense of self during early adolescence</td>
<td>14.EA.2 strategies for building resilience and seeking help</td>
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<tr>
<td>14.EC.5 making and keeping friends</td>
<td>14.EC.3 physical changes to their bodies since birth</td>
<td>14.EC.6 why different people are important to them</td>
<td>14.LC.6 the characteristics of effective communication and factors that influence communication</td>
<td>14.LC.2 how physical changes related to puberty follows a predictable sequence of changes, while the rate of change varies among individuals</td>
<td>14.LC.3 some differences in growth and development</td>
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<td>14.EC.6 different types of families and the range of family roles and activities</td>
<td>14.EC.10 the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity</td>
<td>14.LC.5 how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals</td>
<td>14.LC.9 how relationships can change</td>
<td>14.LC.10 how friendship and trust are developed in relationships</td>
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<td>14.EC.7 identify and describe their personal abilities and strengths</td>
<td>14.EC.10 describe their families and other groups to which they belong</td>
<td>14.EC.11 identify the feelings of others and practise the skills involved in making and maintaining friends</td>
<td>14.EC.12 identify those people and things that are special to them and explain why they are important</td>
<td>14.EC.7 identify and describe their personal abilities and strengths</td>
<td>14.EA.12 analyse the ways people define their own and others’ identities</td>
<td>14.EA.16 identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings</td>
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<td>14.EC.8 describe the characteristics that make them similar to others and unique</td>
<td>14.EC.9 compare similarities and differences between people as they grow and develop</td>
<td>14.EC.13 assess the effects of actions that enhance or diminish relationships</td>
<td>14.LC.14 express their needs and feelings in appropriate ways</td>
<td>14.LC.15 make friends and relate to different people</td>
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<td>14.EA.12 identify feelings associated with life changes and strategies for coping with those feelings</td>
<td>14.LC.11 identify different influences on personal identity</td>
<td>14.LC.14 express their needs and feelings in appropriate ways</td>
<td>14.LC.15 make friends and relate to different people</td>
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