



ST. JOSEPH'S ADELONG

# **ST. JOSEPH'S PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION POLICY**

## **VISION STATEMENT:**

St Joseph's is a family school, with Christ as the centre, celebrating the uniqueness of each child, in a loving and enriching community, and empowering them with life skills.

## **MISSION STATEMENT:**

At St Joseph's Catholic School, we believe the purpose of education is to provide learning which recognises...

- Our Catholic tradition.
- Each child and their potential
- The importance of community
- Social and cultural diversity
- The need for learning for life

The links of the Mission statement with the PD/H/PE are as follows.

Within the Personal Development strand, the '*Catholic values and tradition*' will be part of the learning. Each strand of Pd/H/PE will emphasise individual students '*working to their potential*'

The '*importance of community*' is addressed within the Personal Development and the Health and Safety issues.

The '*social and cultural diversity*' aspect is addressed in all strands of PD/H/PE. The strands include Active Lifestyle, Dance, Games and Sports, Growth and Development, Gymnastics, Interpersonal Relationships, Personal Health Choices and Safe Living.

The '*need for learning for life*' is also evident in all strands of the Syllabus.

## **EXIT OUTCOMES:**

**When students leave St. Joseph's school we want them to...**

- Have love, knowledge and understand of God and this creation.
- Be confident, responsible, caring and compassionate students with positive self-esteem.
- Have the ability to work co-operatively, to respect others and to be responsible members of society
- Be numerate, literate, computer literate and have a positive attitude towards study.
- Be able to make positive health choices, be involved in physical fitness and be able to participate in a team or group.
- Be able to express themselves creatively in a variety of ways.

## **RATIONALE:**

At St. Joseph's School, Personal Development, Health and Physical Education is seen not merely as a subject that is taught, but as a way of developing an awareness of the importance of a healthy lifestyle.

As in all other Key Learning Areas taught at St. Joseph's, PD/H/PE has a religious dimension.

'The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered.' (The Catholic School, n.39) from Treasurers New and Old p.25. At St. Joseph's, we encourage individuals to adopt a healthy lifestyle for themselves, and to develop a responsibility to inform others of the positives associated with health living.

The aim of our PD/H/PE curriculum is to develop well informed individuals on issues such as improved health practices, positive relationships, informed decision making, quality of life, the value of physical activity, less sickness and disability and a positive attitude towards a healthy lifestyle.

## **ACROSS CURRICULUM PERSPECTIVES:**

### **CATHOLIC ETHOS:**

St. Joseph's School aims to provide a curriculum, "a total cultural experience within which students have opportunities to hear the 'Good News' and to respond to the person and message of Jesus."

'Treasures New and Old' core Document p.23.

Every curriculum area that is taught has a religious dimension, whereby we help our students to learn in an integrated way, the Gospel values that Jesus has taught.

In PD/H/PE curriculum opportunities are provided to..

- Develop skills such as reflection, critical thinking and problem solving. Students will be able to understand their place in the world, and appreciate the services of others, like Red Cross, Saint Vincent de Paul, Jump Rope for Heart and SIDS.
- Encourage students to reflect and choose and 'to care for God given resources' (Treasures New and Old core document p.24)
- Recognise that parents, school and parish have a responsibility to mutually support each other in the education of the child.
- Acknowledge and respect the social and cultural contributions of individuals.
- Encourage healthy competition but not to the detriment of others.
- Achieve and maintain mental, physical, social and spiritual well being.

### **ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION:**

The education of Aboriginal and Torres Strait Islanders at St. Joseph's recognises the essential relationship between their emotional well being and their strong spiritual links to the land. Aboriginal and Torres Strait Island education perspectives in PD/H/PE examine the impact of the European influence on the health and well being of Australia's indigenous peoples. Opportunities for Aboriginal and Torres Strait Islanders are provided to..

- Explore the important contribution Aboriginal people have made to Australian sport so that the students experience games and leisure activities of Aboriginal Torres Strait Islanders.
- Incorporate Aboriginal perspectives into learning activities.

### **AUSTRALIAN EDUCATION**

At St. Joseph's School an Australian perspective promotes the understanding and valuing of the heritage of all Australians. Students need to acquire an appreciation of the diversity of the culture of Australian life. The Personal Development Health and Physical Education curriculum ensures that local, regional and national activities and issues are treated.

Students' learning experiences should...

- Ensure that PD/H/PE uses Australian activities and learning materials.
- Provide students with opportunities to be involved in meaningful activities which incorporate real life issues such as team building, conflict resolution, skill development.
- Aim to appreciate and promote the availability of a physical, nutritious life style for each person's wellbeing.
- Appreciate Australian talented sportsmen and sportswomen as persons of commitment.

### **ENVIRONMENT EDUCATION:**

At St. Joseph's School an Environment Education perspective is included by being aware of the Personal Development Health and Physical Education issues involved when students interact with the environment.

The perspective assists students to....

- Be active in the environment in a safe way.
- Respect the environment whilst enjoying it.

### **GENDER EQUITY:**

Gender Equity at St. Joseph's School is about providing teaching and learning experiences that promote optimum learning for **all** students. Teachers of PD/H/PE will use strategies to promote gender equity such as....

- Modelling behaviour and language that is respectful towards each gender and actively encourage students to do the same.
- Ensuring that teaching and learning experiences include a variety of methods and resources that are appealing to both genders.
- Broadening their experiences and understanding of sporting activities for both girls and boys.

### **INFORMATION COMMUNICATION and TECHNOLOGY:**

Technology is a vital tool in finding and managing information across all Key Learning Areas. At St. Joseph's students need to have access to a wide range of communication and technological tools such as computer software, videos and media clippings that promote PD/H/PE active lifestyle and personal well-being.

Students are encouraged to monitor their own progress by using computer programmes.

### **LITERACY**

Students at St. Joseph's will be required to develop literacy skills that will enable them to read, view, write, listen to and talk about a range of subject matter in a variety of contexts.

Students are recognised as individuals with personal histories derived from gender, socio-economic background, geographic location and ethnicity.

### **MULTICULTURAL EDUCATION:**

It is important to acknowledge the primacy of culture in any social interaction. At St. Joseph's opportunities are provided for students to....

- Understand customs, values and traditions in other cultures that relate to PD/H/PE
- Develop an understanding of cultural values and ethical issues that may influence the success of a health programme.
- Increase students' awareness of strategies and skills practised in other cultures to promote health and wellbeing.

### **SPECIAL NEEDS EDUCATION:**

At St. Joseph's the perspective of Special Needs recognises the range and diversity of students' abilities. Some of the perspectives particularly relevant to PD/H/PE and provided for are..

- The catering for difference in learning styles and different developmental stages, both physical and academic, within each composite class.
- The ensuring of a wide range of learning activities and skill games nurture each student's self esteem.
- The provision of lesson content that is meaningful, well sequenced, challenging yet achievable for all students.
- The acknowledgment, respect and value of diverse abilities PD/H/PE.

### **BROAD SUBJECT OUTCOMES**

At St. Joseph's the core document for PD/H/PE is the NSW Board of Studies PD/H/PE K-6 Syllabus. Outcomes from this syllabus address Values and Attitudes, Skills outcomes and Knowledge and Understanding outcomes.

Values and Attitudes outcomes apply to all stages and include respecting the rights of others, enjoying a sense of belonging, accepting responsibility for personal and community health, willing participation in regular physical activity and commitment to realising potential.

Skills outcomes include communicating, decision making, interacting, moving and problem solving. Knowledge and Understanding outcomes are outlined in each strand.

Class teachers programme units of work from the eight main strands of this document which are...

- Personal Health Choices
- Safe Living
- Active Lifestyle
- Games and Sports
- Dance
- Growth and Development
- Interpersonal Relationships
- Gymnastics

### **SCOPE and SEQUENCE**

At St. Joseph's we have developed our own Scope and Sequence to allow for the three year cycle in Early Stage 1 and Stage 1 and the four year cycle that combines Stage 2 and Stage 3. This Scope and Sequence will be reviewed regularly.

The whole school participates in a fitness activity 3 times a week for 15 minutes.

There are two Physical Education lessons taught each week of 45 minutes across all stages.

Health is taught once a week. Each lesson is 30 minutes for Early Stage 1 and Stage 1 and 40 minutes for Stage 2 and 3.

Specialist teachers support the teaching and learning of skill development in swimming, gymnastics and dance. These intensive programmes run in the first three terms. In Term 1 Swimming lessons are each day for two weeks, culminating in a combined swimming carnival with St. Mary's, Batlow.

In Term 2 Dance lessons are once a week for four weeks, culminating in Dance Eisteddfod in Wagga. (alternate years)

In Term 3 Gymnastics lessons are once a week for five weeks at the Tumut Gymnastic Centre.

In Term 1 St. Joseph's participates in the 'Walk Safely to School' activity as part of being a 'Active Australia' school.

In Term 4 students and guest speakers join together for a Healthy Breakfast morning, as part of Active Australia Day activities.

*Scope and Sequence attached Appendix 1*

### **AGREED PRACTICE for TEACHING and LEARNING STRATEGIES:**

St. Joseph's fosters quality teaching and learning strategies by firstly establishing quality relationships based on respect for each student.

At St. Joseph's a number of different teaching styles are used to allow for students' stages of development, learning styles and levels of achievement.

Students at St. Joseph's experience a variety of strategies within a positive, stage developmental environment. Some of the strategies used include...

- Modelling
- Direct and explicit teaching
- Discussion
- Open-ended questioning
- Activity based tasks, investigation and research
- Reflection and response
- Whole class, group, partner and individual tasks
- Practice, repetition and re-enforcement

## **ASSESSMENT**

Assessment at St. Joseph's is a continuous monitoring of knowledge, skills, values and attitudes.

The PD/H/PE outcomes which are written for each Stage level, are assessed through each unit of work.

This ongoing monitoring of student work is achieved by the use of assessment tasks aligned to the stage outcomes, of each unit of work.

Assessment tasks form part of each students' portfolio. Portfolios are compiled each term. At the end of each semester portfolios are sent home for parents' perusal.

Assessment tasks show outcomes to be taught and how each student is working towards these outcomes. These assessment tasks may take the form of observation, checklists for fitness monitoring, skill development checklists, student self evaluation sheets, work sheets and anecdotal comments. These portfolios show each student's progress and is a means by which each student can be tracked across each stage.

St. Joseph's Assessment policy is attached *see Appendix 2*

## **REPORTING**

Reporting at St. Joseph's is an ongoing monitoring and communicating to students, parents and school. Firstly reporting orally to students by incidental discussion and evaluation at the end of units of work or skills lessons. Oral reporting is also communicated to parents at three way interviews at the end of Semester 2.

Secondly, written reporting occurs at the end of each term by assessment tasks and feedback on these, at the end of units of work. Student portfolios also provide written reports to parents.

the school keeps written reports of work units on student files. Copies of particular certificates are also kept on file as these certificates show skills achieved in Swimming, Gymnastics and Athletics.

The student portfolios allow for the naming of both areas of strength and areas needing to be developed, or areas of concern which need to be reported.

## **RESOURCES:**

At St. Joseph's there are a number of Teacher resources. There are also some computer resources which are used as part of the PD/H/PE programme. These are constantly being upgraded to enhance 'best practice' teaching and learning.

*'Personal Development Health and Physical Education K-6'*

*P.E. Activities for Grades 1-2,3-4,5-6*

*Daily Physical Education Level 1,2,4,6*

*Life Education Annual visits and accompanying booklets and worksheets.*

*Syllabus Board of Studies*

*J. Landy and M. Landy*

*Achper Publications*

Appendix 3 shows additional resources in books, kits and sports equipment.

## **EVALUATION:**

The PD/H/PE program at St. Joseph's is evaluated by the classroom teacher. At the end of each unit of work there is an evaluation of that unit. Student self evaluation is also used as input to note the level of learning achieved and the interest for the unit.

At the end of each term these evaluations are collated for the stage overview. At three way interviews at the end of Semester, parents, teachers and students summarise their discussion and these points are incorporated into the following term's work.

## APPENDIX 1:

### EARLY STAGE 1 & STAGE 2 PERSONAL DEVELOPMENT, HEALTH AND PE SCOPE AND SEQUENCE

TERM 1		TERM 2		TERM 3		TERM 4	
<p><b><u>Games and Sports</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor</li> <li>• Games</li> <li>• Athletics</li> <li>• Aquatics</li> </ul> <p><i>Modules</i> <i>ES1 Let's play Games</i> <i>S1 Getting started</i></p>	<p><i>GSES1.8</i> <i>GSS1.8</i> <i>MOES1.4</i> <i>MOS1.4</i></p> <p><i>V1</i> <i>V5</i></p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Composition</li> </ul> <p><i>Modules</i> <i>ES1 Moving Around</i> <i>S1 Lets Dance</i></p>	<p><i>DAES1.7</i> <i>DAS1.7</i> <i>MOES1.4</i> <i>MOS1.4</i> <i>PSES1.5</i> <i>INS1.3</i></p> <p><i>V5</i></p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Elements of Movement</li> </ul> <p><i>Modules</i> <i>ES1 Move and Explore</i> <i>S1 Hop, Step and Jump</i></p>	<p><i>GYES1.10</i> <i>GYS1.10</i> <i>MOES1.4</i> <i>MOS1.4</i></p> <p><i>V5</i></p>	<p><b><u>Active Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Components of an Active Lifestyle</li> </ul> <p><i>Modules</i> <i>ES1 Enjoy being Active</i> <i>S1 Let's Move</i></p>	<p><i>ALES1.6</i> <i>ALS1.6</i> <i>MOES1.4</i> <i>MOS1.4</i></p> <p><i>V5</i></p>
<p><b><u>Personal Health Choices</u></b></p> <ul style="list-style-type: none"> <li>• Making Decisions</li> <li>• Nutrition</li> </ul> <p><i>Module – Stage 1</i> <i>Keeping myself healthy</i></p> <p><b><u>Life Education Program</u></b> <b>'Family Tree'</b></p>	<p><i>PHES1.12</i> <i>PHS1.12</i> <i>DMES1.2</i> <i>DMS1.12</i></p> <p><i>V4</i></p>	<p><b><u>Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• The Body</li> <li>• Changes</li> <li>• Values</li> </ul> <p><i>Module – Stage 1</i> <i>There is only one ME</i></p>	<p><i>GDES1.9</i> <i>GDS1.9</i> <i>COS1.1</i> <i>INS1.3</i></p> <p><i>V1</i> <i>V3</i></p>	<p><b><u>Interpersonal Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <p><i>Module – Stage 1</i> <i>Getting Along with Others</i></p>	<p><i>IREES1.11</i> <i>INES1.3</i> <i>COES1.1</i> <i>INS1.3</i> <i>COS1.1</i></p> <p><i>V1</i> <i>V3</i></p>	<p><b><u>Safe Living</u></b></p> <ul style="list-style-type: none"> <li>• Protective Behaviours</li> <li>• Home and Rural Safety</li> </ul> <p><i>Module – Stage 1</i> <i>Watch your Step</i></p>	<p><i>SLES1.3</i> <i>IRS1.11</i> <i>PHS1.12</i> <i>SLES1.13</i> <i>COES1.1</i> <i>COS1.1</i> <i>INES1.3</i> <i>INS1.3</i> <i>DMES1.2</i> <i>DMS1.2</i></p> <p><i>V4</i></p>

**B**

TERM 1		TERM 2		TERM 3		TERM 4	
<p><b><u>Games and Sports</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor</li> <li>• Athletics</li> <li>• Aquatics</li> </ul> <p><i>Modules</i>  <i>ES1 Let's play Games</i>  <i>S1 Getting started</i></p>	<p><i>GSES1.8</i>  <i>GSS1.8</i>  <i>MOES1.4</i>  <i>MOS1.4</i></p> <p><i>VI</i>  <i>V5</i></p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Elements of Dance</li> <li>• Dance Styles</li> </ul> <p><i>Modules</i>  <i>ES1 Moving Around</i>  <i>S1 Lets Dance</i></p>	<p><i>DAES1.7</i>  <i>DAS1.7</i>  <i>MOES1.4</i>  <i>MOS1.4</i>  <i>PSES1.5</i>  <i>INS1.3</i></p> <p><i>V5</i></p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor Skills</li> <li>• Composition</li> </ul> <p><i>Modules</i>  <i>ES1 Move and Explore</i>  <i>S1 Hop, Step and Jump</i></p>	<p><i>GYES1.10</i>  <i>GYS1.10</i>  <i>MOES1.4</i>  <i>MOS1.4</i></p> <p><i>V5</i></p>	<p><b><u>Active Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Ways to be Active</li> </ul> <p><i>Modules</i>  <i>ES1 Enjoy being Active</i>  <i>S1 Let's Move</i></p>	<p><i>ALES1.6</i>  <i>ALS1.6</i>  <i>MOES1.4</i>  <i>MOS1.4</i></p> <p><i>V5</i></p>
<p><b><u>Personal Health Choices</u></b></p> <ul style="list-style-type: none"> <li>• Health Services and Products</li> <li>• Drug Use</li> </ul> <p><i>Module – Stage 1</i>  <i>Healthy Habits</i></p> <p><b><u>Life Education Program</u></b>  <i>'Setting the Course'</i></p>	<p><i>PH1.12</i>  <i>PHE1.12</i>  <i>DMES1.2</i>  <i>DMS1.1</i></p> <p><i>V4</i></p>	<p><b><u>Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• Changes</li> </ul> <p><i>Module – Stage 1</i>  <i>There is only one ME</i></p>	<p><i>GDS1.9</i>  <i>COS1.1</i>  <i>INS1.3</i></p> <p><i>VI</i>  <i>V3</i></p>	<p><b><u>Interpersonal Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Communication</li> </ul> <p><i>Module – Stage 1</i>  <i>Getting Along with Others</i></p>	<p><i>IRE1.11</i>  <i>IRS1.11</i>  <i>INES1.3</i>  <i>INS1.3</i>  <i>COES1.1</i>  <i>COS1.1</i></p> <p><i>VI</i>  <i>V3</i></p>	<p><b><u>Safe Living</u></b></p> <ul style="list-style-type: none"> <li>• Protective Behaviours</li> <li>• Personal Safety</li> <li>• Road Safety</li> <li>• School and Play Safety</li> </ul> <p><i>Module – Stage 1</i>  <i>Watch your Step</i></p>	<p><i>IRE1.11</i>  <i>IRS1.11</i>  <i>SLES1.13</i>  <i>SLS1.13</i>  <i>PHE1.12</i>  <i>PHS1.12</i>  <i>COES1.1</i>  <i>COS1.1</i>  <i>INES1.3</i>  <i>INS1.3</i>  <i>DMES1.2</i>  <i>DMS1.2</i></p> <p><i>V4</i></p>

## C

TERM 1		TERM 2		TERM 3		TERM 4	
<u><b>Games and Sports</b></u> <ul style="list-style-type: none"> <li>• Manipulative Skills</li> <li>• Athletics</li> <li>• Aquatics</li> </ul> <i>Modules</i> <i>ES1 Let's play Games</i> <i>S1 Getting started</i>	<i>GSES1.8</i> <i>GSS1.8</i> <i>MOES1.4</i> <i>MOS1.4</i>  <i>V1</i> <i>V5</i>	<u><b>Dance</b></u> <ul style="list-style-type: none"> <li>• Non-locomotor Skills</li> <li>• Composition</li> </ul> <i>Modules</i> <i>ES1 Moving Around</i> <i>S1 Lets Dance</i>	<i>DAES1.7</i> <i>DAS1.7</i>  <i>V5</i>	<u><b>Gymnastics</b></u> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Composition</li> </ul> <i>Modules</i> <i>ES1 Move and Explore</i> <i>S1 Hop, Step and Jump</i>	<i>GYES1.10</i> <i>GYS1.10</i>  <i>V5</i>	<u><b>Active Lifestyle</b></u> <ul style="list-style-type: none"> <li>• Effects of Physical Activity</li> </ul> <i>Modules</i> <i>ES1 Enjoy being Active</i> <i>S1 Let's Move</i>	<i>ALES1.6</i> <i>ALS1.6</i>  <i>V5</i>
<u><b>Personal Health Choices</b></u> <ul style="list-style-type: none"> <li>• Environmental Health</li> <li>• Preventative Measures</li> </ul> <i>Module – Stage 1</i> <i>Keeping myself healthy</i>  <u><b>Life Education Program</b></u> 'Looking for Clues'	<i>PHES1.12</i> <i>PHS1.12</i> <i>DMES1.2</i> <i>DMS1.12</i>  <i>V4</i>	<u><b>Growth and Development</b></u> <ul style="list-style-type: none"> <li>• The Body</li> <li>• Values</li> </ul> <i>Module – Stage 1</i> <i>There is only one ME</i>	<i>GDS1.9</i> <i>COS1.1</i> <i>INS1.3</i>  <i>V1</i> <i>V3</i>	<u><b>Interpersonal Relationships</b></u> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <i>Module – Stage 1</i> <i>Getting Along with Others</i>	<i>IRS1.11</i> <i>INES1.11</i> <i>ines1.3</i> <i>INS1.3</i> <i>COES1.1</i> <i>COS1.1</i>  <i>V1</i> <i>V3</i>	<u><b>Safe Living</b></u> <ul style="list-style-type: none"> <li>• Protective Behaviours</li> <li>• Water Safety</li> <li>• Emergency Procedures</li> </ul> <i>Module – Stage 1</i> <i>Watch your Step</i>	<i>SLES1.13</i> <i>SLS1.13</i> <i>COES1.1</i> <i>COS1.1</i> <i>INES1.3</i> <i>INS1.3</i> <i>DMES1.2</i> <i>DMS1.2</i>  <i>V4</i>



## STAGE 2 & 3 – SCOPE AND SEQUENCE

### A – STAGE 2/3 OUTCOMES

TERM 1		TERM 2		TERM 3		TERM 4	
<p><b><u>Games and Sports</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor</li> <li>• Manipulative Skills</li> <li>• Athletics</li> <li>• Playing Games</li> </ul> <p><i>Module</i> <i>Enjoying The Game</i></p>	<p>GSS2.8 MOS2.4</p> <p>V6 V5</p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Composition</li> </ul> <p><i>Module</i> <i>Dance with Confidence</i></p>	<p>DAS2.7 MOS2.4 PSS2.5 DMS2.3</p> <p>V5 V6 V3</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor skills</li> <li>• Elements of Movement</li> </ul> <p><i>Module</i> <i>Tumble and Tum</i></p>	<p>GYS2.10 MOS2.4</p> <p>V5</p>	<p><b><u>Active Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Components of an Active Lifestyle</li> <li>• Effects of Physical Activity</li> </ul> <p><i>Module</i> <i>On the Go</i></p>	<p>ALS2.6 MOS2.4</p> <p>V5</p>
<p><b><u>Personal Health Choices</u></b></p> <ul style="list-style-type: none"> <li>• Making Decisions</li> <li>• Nutrition</li> <li>• Healthy services and Products</li> </ul> <p><i>Module – Stage 2</i> <i>Daily Decisions</i></p> <p><b><u>Life Education Program</u></b> Stage 2 – ‘Medicine Matters’ Stage 3 – ‘Dicing with Drink’</p>	<p>PHS2.12 PHS3.12 DMS2.2</p> <p>V4</p>	<p><b><u>Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• The Body</li> </ul> <p><i>Module – Stage 2</i> <i>My Growing Self</i></p>	<p>GDS2.9 COS2.1 INS2.3</p> <p>V2</p>	<p><b><u>Interpersonal Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Peers</li> <li>• Groups</li> </ul> <p><i>Module – Stage 2</i> <i>Building my Network</i></p>	<p>IRS2.11 COS2.1 DMS2.2</p> <p>V1 V2</p>	<p><b><u>Safe Living</u></b></p> <ul style="list-style-type: none"> <li>• Personal safety (Stage 2)</li> <li>• Home and Rural Safety (taught in Stages)</li> </ul> <p><i>Module – Stage 2 and 3</i> <i>Safety First</i></p> <p>Protective Behaviours</p>	<p>SLS2.13 PSS2.5 DMS2.2 COS2.1 SLS3.13 DMS3.2 PSS3.5 COS3.1</p> <p>V4</p> <p>IRS2.11 SLS2.13 PHS2.12</p>

## B – STAGE 2/3 OUTCOMES

TERM 1		TERM 2		TERM 3		TERM 4	
<p><b><u>Games and Sports</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Games</li> <li>• Aquatics</li> </ul> <p><i>Module</i> <i>Enjoying The Game</i></p>	<p>GSS2.8 MOS2.4</p> <p>V6 V5</p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor Skills</li> <li>• Dance Styles</li> </ul> <p><i>Module</i> <i>Dance with Confidence</i></p>	<p>DAS2.7 MOS2.4 PSS2.5 DMS2.3</p> <p>V5 V6 V3</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Composition</li> </ul> <p><i>Module</i> <i>Tumble and Tum</i></p>	<p>GYS2.10 MOS2.4</p> <p>V5</p>	<p><b><u>Active Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Ways to be active</li> </ul> <p><i>Module</i> <i>On the Go</i></p>	<p>ALS2.6 MOS2.4</p> <p>V5</p>
<p><b><u>Personal Health Choices</u></b></p> <ul style="list-style-type: none"> <li>• Drug Use</li> <li>• Environmental Health</li> <li>• Preventative Measures</li> </ul> <p><i>Module – Stage 3</i> <i>Considered Choices</i></p> <p><b><u>Life Education Program</u></b> Stage 2 – ‘Rally Together’ Stage 3 – ‘Don’t Blow It’</p>	<p>PHS2.12 PHS3.12 DMS3.2</p> <p>V4</p>	<p><b><u>Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Changes</li> <li>• Values</li> </ul> <p><i>Module – Stage 3</i> <i>Getting it Together</i></p>	<p>GDS2.9 COS2.1 INS2.3</p> <p>V2 V3</p>	<p><b><u>Interpersonal Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Peers</li> <li>• Groups</li> </ul> <p><i>Module – Stage 2</i> <i>Building my Network</i></p> <ul style="list-style-type: none"> <li>• <i>Human Sexuality (Centacare)</i></li> </ul>	<p>IRS2.11 COS2.1 DMS2.2</p> <p>V1 V2</p> <p>GDS2.9 INS2.3 COS2.1 GDS3.9 INS3.3 DMS3.2</p>	<p><b><u>Safe Living</u></b></p> <ul style="list-style-type: none"> <li>• Personal safety (Stage 3)</li> <li>• school and Play Safety (taught in stages)</li> </ul> <p><i>Module – Stage 2 and 3</i> <i>Safety First</i></p> <p>Protective Behaviours</p>	<p>SLS2.13 PSS2.5 DMS2.2 COS2.1 SLS3.13 DMS3.2 PSS3.5 COS3.1</p> <p>V4</p>

## C – STAGE 2/3 OUTCOMES

TERM 1		TERM 2		TERM 3		TERM 4	
<p><b><u>Games and Sports</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor Skills</li> <li>• Manipulative Skills</li> <li>• Athletics</li> <li>• Playing Games</li> </ul> <p><i>Module</i> <i>Playing the Game</i></p>	<p>GSS2.8 MOS3.4</p> <p>V6 V5</p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Composition</li> </ul> <p><i>Module</i> <i>Dance with Confidence</i></p>	<p>DAS3.7 MOS3.4 PSS3.5 INS3.5</p> <p>V5 V6 V3</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor skills</li> <li>• Elements of Movement</li> </ul> <p><i>Module</i> <i>Swing into Gym</i></p>	<p>GYS3.10 MOS3.4</p> <p>V5</p>	<p><b><u>Active Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Components of an Active Lifestyle</li> <li>• Effects of Physical Activity</li> </ul> <p><i>Module</i> <i>Keeping Active and Happy</i></p>	<p>ALS3.6 MOS3.4</p> <p>V5 V6</p>
<p><b><u>Personal Health Choices</u></b></p> <ul style="list-style-type: none"> <li>• Making Decisions</li> <li>• Nutrition</li> <li>• Healthy services and Products</li> </ul> <p><i>Module – Stage 2</i> <i>Considered Choices</i></p> <p><b><u>Life Education Program</u></b> Stage 2 – ‘Medicine Matters’ Stage 3 – ‘Dicing with Drink’</p>	<p>PHS2.12 PHS3.12 DMS3.2</p> <p>V4</p>	<p><b><u>Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• The Body</li> </ul> <p><i>Module – Stage 2</i> <i>Getting it Together</i></p>	<p>GDS2.9 INS3.3 DMS3.2</p> <p>V2 V3</p>	<p><b><u>Interpersonal Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Peers</li> <li>• Groups</li> </ul> <p><i>Module – Stage 3</i> <i>Playing my Part</i></p>	<p>IRS3.11 INS3.3 COS3.1 DMS3.2</p> <p>V2</p>	<p><b><u>Safe Living</u></b></p> <ul style="list-style-type: none"> <li>• Road Safety</li> </ul> <p><i>Module – Stage 2 and 3</i> <i>Safety First</i></p> <p>Protective Behaviours</p>	<p>SLS2.13 PSS2.5 DMS2.2 COS2.1 SLS3.13 DMS3.2 PSS3.5 COS3.1</p> <p>V4</p> <p>IRS2.11 SLS2.13 PHS2.12</p>

## D – STAGE 3 OUTCOMES

TERM 1		TERM 2		TERM 3		TERM 4	
<p><b><u>Games and Sports</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Games</li> <li>• Aquatics</li> </ul> <p><i>Modules</i> <i>Playing the Game</i></p>	<p>GSS3.8 MOS3.4</p> <p>V6 V5</p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Non-locomotor skills</li> <li>• Elements of Dance</li> <li>• Dance Styles</li> </ul> <p><i>Modules</i> <i>Dance with Style</i></p>	<p>DAS3.7 MOS3.4 PSS3.5 INS3.5</p> <p>V5 V6 V3</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Locomotor Skills</li> <li>• Composition</li> </ul> <p><i>Modules</i> <i>Swing into Gym</i></p>	<p>GYS3.10 MOS3.4</p> <p>V5</p>	<p><b><u>Active Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Ways to be active</li> <li>•</li> </ul> <p><i>Module</i> <i>Keeping Active and Happy</i></p>	<p>ALS3.6 MOS3.4</p> <p>V5 V6</p>
<p><b><u>Personal Health Choices</u></b></p> <ul style="list-style-type: none"> <li>• Drug Use</li> <li>• Environmental Health</li> <li>• Preventative Measures</li> </ul> <p><i>Module – Stage 2</i> <i>Daily Decisions</i></p> <p><b><u>Life Education Program</u></b> Stage 2 – ‘Rally Together’ Stage 3 – ‘Don’t Blow It’</p>	<p>PHS2.12 PHS3.12 DMS3.2</p> <p>V4</p>	<p><b><u>Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Changes</li> <li>• Values</li> </ul> <p><i>Module – Stage 2</i> <i>Getting it Together</i></p>	<p>GDS2.9 INS2.3 DMS2.2</p> <p>V2</p>	<p><b><u>Interpersonal Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Peers</li> <li>• Groups</li> </ul> <p><i>Module – Stage 3</i> <i>Playing my Part</i></p> <ul style="list-style-type: none"> <li>• <i>Human Sexuality (Centacare)</i></li> </ul>	<p>IRS3.11 INS3.3 COS3.1 DMS3.2</p> <p>GDS2.9 INS2.3 COS2.1 GDS3.9 INS3.3 DMS3.2</p> <p>V2</p>	<p><b><u>Safe Living</u></b></p> <ul style="list-style-type: none"> <li>• Water Safety</li> <li>• Emergency Procedures (taught in stages)</li> </ul> <p><i>Module – Stage 2 and 3</i> <i>Safety First</i></p> <p>Protective Behaviours</p>	<p>SLS2.13 PSS2.5 DMS2.2 COS2.1 SLS3.13 DMS3.2 PSS3.5 COS3.1</p> <p>V4</p> <p>IRS2.11 SLS2.13 PHS2.12 IRS3.11 SLS3.13 PHS3.12</p>