

Curriculum leader: Clay Murray

Budget: \$300

Health Values and Beliefs

All children can learn

- Learning is developmental and occurs in different ways and at varying rates
- Learning is enhanced when a successful partnership exists between home and school
- Learning should be relevant, meaningful and enjoyable

Overarching Teaching Approach

- In the early years, the focus is on the social and emotional nature of children's development (as distinct from learning divided into subjects)
- In the early years, planning includes child-initiated, self-directed activities.
- Students are provided with opportunities to develop movement skills which are included and reinforced throughout the year
- Students develop a healthy literacy skills approach to their learning
- Students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- Teaching and learning experiences related to the Personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups
- Students' develop a range of skills and strategies to help prevent and reduce child abuse and violence in the community
- Teaching students' zones of regulation – K-PP in the fenced off area, 1-6 in the school grounds.
- Teach students the importance of healthy food e.g. crunch and sip
- Teach students the importance of exercise through Fundamental and Gross Movement Skills
- Teach students about body adaptations through food and exercise
- Teach students the importance of safety in dangerous locations e.g. water, road, sun
- Teach students basic anatomy
- Teach students key strategies to help regulate their emotions
- Teach students important strategies regarding appropriate interactions with staff, peers and other students.
- Teach and show students about S.T.R.I.V.E
- Reflect on each lesson and scaffold into real-life situations

Health Teaching Approach

P-2

In the early years, the focus is on the holistic nature of children's development (as distinct from learning divided into subjects)

- In the early years, planning includes child-initiated, self-directed activities
- Students are provided with opportunities to develop movement skills which are included and reinforced throughout the year
- Utilise the National Quality Standards to enhance the learning opportunities and development of children in P-2

3-6

- Students develop a health literacy skills approach to their learning
- Students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- Teaching and learning experiences related to the personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups

Support/Resources	Assessment and Monitoring	Reflections and Evaluations
<ul style="list-style-type: none"> • Admin & School Board • Curriculum Team Leaders • Staff - teachers/EAs • Parents/P&C • IPS Cluster • Connect Communities and networks • Health Ed van • AWCH – Kindy • St John’s first aid training • School health nurse 	<ul style="list-style-type: none"> • Group activities • Field-work and practical tasks • Tests • Written work samples • Graphic organisers • Visual representations • Performances or oral presentations • Conferences • Self-assessment and evaluations • Peer assessment • Judging Standards assessment pointers 	<ul style="list-style-type: none"> • Whole school reflection and evaluation processes • Term 2 open night • Class observations • Parent, teacher and student feedback • Reflect/evaluate PD • Collaborative time/class for reflection and planning