

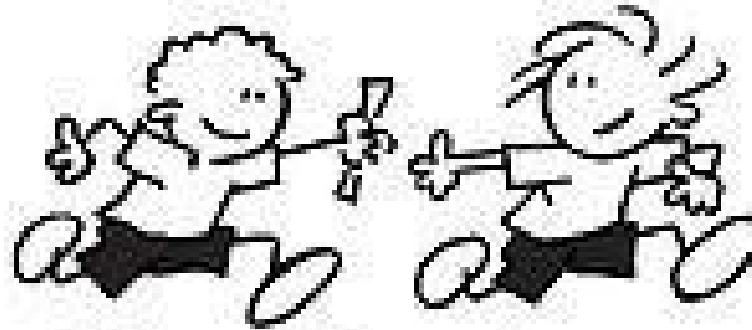
**Strategic
Aims for
Health and
Physical
Education**

**Opportunities to
Shine.**

We seek out
opportunities to
enrich and extend
individuals

Future Focus.
We think about the
effects of our
decisions.

**Community
Connection.**
Our
Community
enjoys our
special events



High Expectations.
We set realistic goals
and aim for personal
best efforts.

**Positive
Personality.**
We respect
ourselves and
each other.

Health and PE

Our Vision: “Our students will become positive contributors by enhancing the well-being of themselves, other people and society.”

We believe our teaching of Health and PE should:

- Encourage students to promote **hauora** and well-being
- **Support all young people with education that helps them develop healthy relationships and to become positive in their own identity.**
- **Reflect the intent of Te Tiriti o Waitangi by providing for the aspirations and needs of ākonga Māori.**
- Develop resilience and a sense of personal and social responsibility
- Develop a wide range of fine and gross motor skills that can be used in a variety of physical activities
- Encourage students to contribute positively to the community, environment and wider society

We wish to achieve this by:

- Providing opportunities, through the teaching of our key concepts, (Well-being and Identity, Interactions) to cover each of the strands. (Personal health and Physical development, Movement Concepts and Motor Skills, Relationships with other People, Healthy Communities and Environments)
- Regular physical activities and exercise
- Involving as many pupils as possible in opportunities for Health and Physical Activity at all levels.
- Making effective use of the **MOE guidelines and resource: Relationships and Sexuality Education (2020)**
- Seeking to provide all pupils with the opportunity to shine at sports events held: at school, across the Cluster, at Lincoln/ Canterbury Zone and beyond.
- **Making use of specialist educators and resources such as: Life Education, Mana Ake, Ministries of Health and Education and the Resource Teacher for Learning and Behaviour (RTLb).**

Planning Requirements

- Planning will be based around the annual event calendar, school focus and opportunities to extend pupils abilities.
- Teachers may use a planning format of their design.
- Planning will include a variety of teaching approaches, and be flexible to address the needs of pupils.
- At least one Physical Education unit will be taught each term.

Assessment Requirements

Priority should be given to formative assessment practices. Students will be involved in developing their learning intentions and will self-assess their learning.

Assessment Requirements (Reporting to Parents)

- Progress and achievement reporting will be provided to pupil's and their parents following specific units of study.
- Formal reporting done four times per year in written and face to face reporting opportunities.
- Celebration of sporting efforts at school, cluster and zone competitions may be held or provided.

School Requirements

- A teacher will be given curriculum responsibility for Health and PE. This will include responsibility for managing the purchasing budget and school-wide resourcing.
- Health and PE will be reviewed every three years according to our strategic plan.
- Key resources and equipment will be stored in a central resource area and will be maintained by the teacher with curriculum responsibilities.

Little River School Health and Physical Education Overview.

Reviewed June 2021

		Term 1	Term 2	Term 3	Term 4
Physical	PE	Run, Bike, Swim. (LRS Tri) Aquatic Skills – Strokes&Skills	Cross Country Running. Large Balls- skills and games football. Gymnastics Te Reo Kori	Large Balls- skills and games netball, rugby Jump Rope / Jump Jam Orienteering	Athletics- run, jump, throw. Small Ball/Striking skills and games (cricket, softball, tennis) Aquatic Skills – Safety & water confidence Y5-8 Biking pre for Huxster relays
Daily Fitness					
Emotional Health Mindfulness Identity	Health	Life Education Visit, <i>(Selected themes: Food & Nutrition, identity and resilience, relationships and communities, human biology, substances, Diversity, Sexuality)</i> Class Treaty/Respect Values/Personal Identity Zones of Regulation Digital Citizenship (Yr7&8)	Y7/8 - Sexuality and Relationships Hygiene-self management of colds, coughs and hand washing. Oral Health	Keeping Ourselves Safe <i>(becoming an upstander)</i> Choice Y7/8	Trips and Camps - Safety and Challenge Sunsense
Education Outside the Classroom					
School trips and camps scheduled during the year					
PE&H in practice	BP + Zone Sports	- Swim Sports , (BP,LZ,CZ) -CZ Triathlon (opt in yr5-8) -BP Duathlon (opt in y4-6)	- Cross Country . (BP,LZ,CZ) -LZ Basketball Y5-8, -LZ Football (Y8)	- Canterbury Duathlon (opt in y5-8) - LZ Winter Tournament (Netball , Rugby +(Football at BP Winter tourney)	- Athletics . BP, LZ, CZ - Cricket LZ -Y8 Softball , Huxster MTB Relay , (opt in yr5-8) BP - FUN KID (yr 1-6)

Key Competencies: Thinking, Using Language and Symbols, Managing Self, Relating to Others, Participating and Contributing.