DEFINITION:

Physical Education is that part of a child’s education which uses physical activity as the primary medium for education. Physical Education is any process which increases a child’s ability and desire to participate in a socially responsible way in physical activity in the form of games, sport, dance, adventure activities and other leisure pursuits.

BROADER CONTEXT;

“Every human being has the fundamental right to access to physical education and sport, which are essential for the full development of the personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the education system and in other aspects of social life”.

UNESCO International Charter of Physical Education & Sport, 1978

PHYSICAL EDUCATION and SPORT;

Sport Education and Sport are important aspects of Physical Education. An appropriate learning environment for junior sport is one that reduces the emphasis on winning and losing, and focuses on maximum participation for all children in a variety of sports. These are suited to the individuals’ social, personal and skill development. It also provides enjoyment and a measure of success for all, allows skills acquisition and improvement and develops good sporting behaviour. This includes self-control, discipline, cooperation, tolerance and respect for others. Schools provide the optimum setting for junior sport.
PHYSICAL EDUCATION OUTCOMES

The Physical Education program aims to achieve learning outcomes that are unique to Physical Education. The outcomes covered by the Physical Education program are:

• Human development
• Human Movement
• Physical activity and the community
• Safety
• Human relations
• Health of individuals and populations

These outcomes are taken from ‘Health and physical education – a curriculum profile for Australian schools’.

PHYSICAL EDUCATION AIMS

Through fitness activities;
• Children will maintain their natural physical vitality.
• The normal process of growth and development will be assisted.
• Children will develop good levels of fitness and an understanding of the importance of fitness.
• Children will learn ways to improve and maintain fitness.

Through fundamental movement experiences children will;
• Improve and develop basic skills of body management and co-ordination.
• Use movement in inventive and expressive ways.
• Play cooperatively in pairs, small groups and large groups.
• Become aware of personal performance.
• Begin to develop competence and enjoyment in leisure time activities.
• Begin to understand the requirements and implications of competition.

To help the students develop a positive attitude towards physical activity by providing them with an enjoyable experience.

TIME ALLOCATION

All students receive 80 minutes per week with the Physical Education teacher. The Junior Primary receive 2 x 40 minute lessons whilst the Upper Primary receives 1 x 80 minute lesson. Participation in the schools extra curricular sporting program is strongly encouraged.
PHYSICAL EDUCATION PROGRAM DESCRIPTION
The Physical Education Program encourages the development of physical, mental and social skills by introducing the student to a wide range of basic motor, physical and sporting activities.

The students in Reception – Year Two take part in games and activities which concentrate on the development of fundamental motor skills such as locomotion, ball control, throwing, catching, striking, kicking and trapping.

The students in Year Three to Year Six take part in sessions concentrating on the development of game skills. These skills take into account fundamental motor skills, however they are developed using actual sporting activities.

BENEFITS OF THE PHYSICAL EDUCATION PROGRAM
There are many physiological and psychological benefits gained from frequent, vigorous physical activity which a quality Physical Education program provides.

Physiological Benefits
• Improved physiological function (heart, muscles, respiratory system)
• Increased movement efficiency
• Increased muscle tone and better posture
• Better weight control
• More efficient heat elimination and heat control
• Possible decrease in the potential of cardio respiratory diseases
• Better sleep

Psychological Benefits
• Elevated moods (exercise acts as an anti-depressant)
• Increased motivation for school activities
• Relief of emotional stress
• Discharge of anxiety
• Better relaxation and less ‘emotional’ fatigue
• Improvement in body image, self confidence and self esteem.
SEQUENCE OF LEARNING

Junior Primary – Students should be taught a broad range of fundamental gross motor skills which precede experience in fine motor skills learning including running, skipping, catching, striking and throwing. These form the foundation from which more specific and complicated sporting and movement skills are learned. Mastery of these skills is essential if optimum development of higher skill levels is to occur. Fitness is achieved through involvement in developmentally appropriate movement experiences rather than training. The ‘adult’ model of training is inappropriate.

Upper Primary – Students should be taught a broad range of transitional or lead up motor skills and activities, including modified sports. Skills at this level may be combined or adapted in various ways, practiced with or without equipment and taught through individual practice or incorporated into game structures.

ASSESSMENT and REPORTING

Junior Primary students are assessed throughout the year, both subjectively by the Physical Education teacher and informal basic skills testing. Parents receive reports twice annually and the three areas reported on are:

1. Demonstrates a positive attitude towards physical activity
2. Demonstrates an appropriate level of motor skills
3. Is a cooperative and supportive class participant
4. Demonstrates an expected level of fitness

Upper Primary students are also assessed throughout the year, both subjectively by the Physical Education teacher and informal sporting skills testing. Parents receive reports twice annually and the five areas reported on are:

1. Demonstrates a positive attitude towards physical activity
2. Demonstrates an appropriate level of motor skills
3. Shows an understanding of fair play and is a supportive class participant
4. Demonstrates an expected level of fitness
5. Effort
**MEDICAL INFORMATION**

1. Children with medical conditions:
   - shall be included in all activities where appropriate and possible. Safety must also be assured.
   - shall be encouraged to participate in as much physical activity as possible.

2. Medical Information Records: Should be collected at the beginning of each year and include the following:
   - The nature of the diagnosis of any medical condition.
   - The severity or diagnosis of any medical condition.
   - Restrictions and/or special instructions to be observed during the program.
   - Treatment required at school (if indicated), including special emergency action.
   - Permission to contact practitioner or specialist, in consultation with the parents for further advice if necessary.
   - Parents address, phone numbers (home, work, emergency contact)
   - Signature of parent.

**INCLUSIVE PRACTICES**

St John’s Grammar School follows the philosophy of the ‘Willing and Able’ program (Australian Sports Commission, 1995) for the inclusion of children with mental or physical disabilities into appropriate activities.

St John’s endeavours to:
- Promote positive attitudes towards Physical Education and Sport among all young people, regardless of ability levels.
- Encourage ‘best practice’ in teaching.
- Recognise individual differences and allow for them.
- Create equal opportunity and access to Physical Education and Sport.

** It should be noted that for a child with a disability, 100% inclusion for 100% of the time is not always appropriate.**
PHYSICAL EDUCATION UNIFORM

All students are required to participate in Physical Education classes in the St John’s Physical Education uniform. The uniform is outlined below.

Girls Uniform

St John’s Grammar striped polo shirt, Maroon pleated netball skirt or Maroon shorts or Maroon track pants, St John’s Grammar socks and St John’s Grammar rugby top

Boys Uniform

St John’s Grammar striped polo shirt, Maroon shorts or Maroon track pants, St John’s Grammar socks and St John’s Grammar rugby top

CONCLUSION

A commitment to an active lifestyle must be established at the earliest possible stage and must be reinforced throughout the students’ school life. Our school must accept responsibility for establishing a high quality Physical Education program at every level, and take steps necessary for its successful implementation.