



Health and PE

Health and PE Overview

The knowledge and experience gained through participating within a quality physical education and health programme is an integral part of a student's development and total well-being as an individual and contributing member of society.

We will foster the skills and competence to cope with all aspects of life. Individuals will be given the opportunity to discover and enhance their strengths and identify their weaknesses. They will learn to work with others of different abilities, strengths, weaknesses and cultural diversity for mutual benefit with respect and sensitivity.

Through Physical Education and Health at Collingwood Area School, we look to encourage all to realise and reach the maximum of their own academic potential through structured learning, and social and health promoting strategies.

Health and Physical education is about gaining the confidence to participate in every aspect of life - responsibly, confidently, with respect for others and without fear of failure.

Values:

The values underpin the delivery of the Health and Physical Education units. It is intended that the Collingwood Area School Values which are built from the Collingwood Area School Charter and vision statement are reflected in the way students and staff think and act in and around the school and wider community.

Key Competencies:

The key competencies fit comfortably within Health and Physical Education. It is intended that the key competencies will be explicitly planned for within units although they may not always be explicitly taught.

It is not intended that the key competencies will be formally assessed, but may indirectly be reflected in the final assessment activities as part of the assessment towards the H/PE curriculum objectives. It is intended that self-reflection and peer assessment will be focused around the key competencies and this may be used as a tool during parent interviews and students' personal evaluations.

The Key Competencies within the Health and Physical Education Curriculum can clearly be defined with the two groups of cognitive and social. The social KC relate directly to the four strands as shown below whereas the cognitive are more implicitly incorporated within the teaching and learning

strategies used in health and physical education. Examples are given below...

Cognitive Key Competencies

Thinking – decision making, reflection, goal setting, analysing strategies and tactics, inventions, planning and evaluation.

Using language, symbols and text – subject specific terms and language, umpiring/refereeing, knowledge of warning signals in and around water and skills relating to the outdoors.

Social Key Competencies

Managing self – Strand A - Personal Health and Physical Development,

Relating to others – Strand C - Relationships with other people,

Participating and contributing – Strand B - Movement Concepts and Motor Skills, Strand D - Healthy Communities and Environments

Assessment will be focused around the key competencies and this may be used as a tool during parent interviews and students' personal evaluations.

The Key Competencies within the Health and Physical Education Curriculum can clearly be defined with the two groups of cognitive and social. The social KC relate directly to the four strands as shown below whereas the cognitive are more implicitly incorporated within the teaching and learning strategies used in health and physical education. Examples are given below...

Cognitive Key Competencies

Thinking – decision making, reflection, goal setting, analysing strategies and tactics, inventions, planning and evaluation.

Using language, symbols and text – subject specific terms and language, umpiring/refereeing, knowledge of warning signals in and around water and skills relating to the outdoors.

Social Key Competencies

Managing self – Strand A - Personal Health and Physical Development,

Relating to others – Strand C - Relationships with other people,

Health and PE Curriculum Years 1-13

Year Level	Yr 1
<p>SOLO Relevant concepts to inform teaching</p>	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Question
<p>Skills</p>	<p>By the end of Year 1 students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate safe practises in and around water – enter the pool safely, blow bubbles, put their head under ● Participate positively in a range of physical activities and begin to develop a range of movement skills ● To identify their own and others’ feelings and begin to manage these appropriately ● Identify simple ways to care for their own personal health and hygiene ● To be able to identify people who can help them in a variety of ways
<p>Possible Topics</p>	<ul style="list-style-type: none"> ● Aquatics ● PMP ● Ball Skills ● Cross Country ● Healthy Eating ● Hygiene ● Friendships ● People who help us ● All about me
<p>Assessments</p>	<ul style="list-style-type: none"> ● Skills based Assessment (Locomotive, Manipulative) ● Aquatic skill based assessment

Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Think, Pair, Share ● School Resources such as Fire wise and Dr Rabbit and the Tooth Defenders ● Online Videos ● Inquiry
Community Support Ideas	Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust

Year Level	Yr 2
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Question ● Apply
Skills	<p>By the end of Year 2 students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate safe practises in and around water – Kicking, floating, arm action, diving, deep water ● Participate positively in a range of physical activities and demonstrate a wide range of movement skills ● To identify their own and others’ feelings and to manage these appropriately ● Identify ways to care for their own personal health and hygiene ● To be able to identify people who can help them in a variety of ways
Possible Topics	<ul style="list-style-type: none"> ● Aquatics ● PMP ● Ball Skills ● Cooperative games ● Skipping ● Cross Country ● Healthy Eating ● Hygiene ● Friendships ● People who help us

	<ul style="list-style-type: none"> ● Myself
Assessments	<ul style="list-style-type: none"> ● Skill Assessments ● Swimming NZ Water Safety Assessments
Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Think, Peer, Share ● School Resources such as Fire wise and Dr Rabbit and the Tooth Defenders ● DVD's etc ● Inquiry
Community Support Ideas	Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust

Year Level	Yr 3
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Question ● Apply ● Predict ● Reflect

Skills	<p>By the end of Year 3 students will begin to:</p> <ul style="list-style-type: none"> ● Identify risks and hazards in and around water ● Experience enjoyable physical activities and link movement skills to perform a sequence ● Identify and demonstrate ways to enhance their friendships with others eg considering others feelings ● Identify ways to care for their own personal health and hygiene ● Identify people and organisations who help within our community eg Fire Station, Ambulance, Police
Possible Topics	<ul style="list-style-type: none"> ● Aquatics ● Co-ordination ● Ball Skills – soccer, tennis, cricket, basketball, netball, rugby, uni-hockey ● Cross Country, Athletics ● Healthy Choices ● Interpersonal skills ● People who help us to be safe in our community ● Personal Identity
Assessments	<ul style="list-style-type: none"> ● Skill Assessments ● Swimming NZ Water Safety Assessments
Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Think, Pair, Share ● School/Ministry Resources ● DVD's etc ● Inquiry
Community Support Ideas	<p>Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust</p>

Year Level	Yr 4
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<p>SOLO</p> <p>Relevant concepts to inform teaching</p>	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Question ● Apply ● Predict ● Reflect ● Evaluate
<p>Skills</p>	<p>By the end of Year 4 students will be able to:</p> <ul style="list-style-type: none"> ● Identify risks and hazards in and around water ● Experience enjoyable physical activities and link movement skills to perform a sequence ● Identify and demonstrate ways to enhance their friendships with others eg considering others feelings ● Identify ways to care for their own personal health and hygiene ● To be able to identify people and organisations who help within our community eg Fire Station, Ambulance, Police
<p>Possible Topics</p>	<ul style="list-style-type: none"> ● Aquatics ● Co-ordination ● Ball Skills – soccer, tennis, cricket, basketball, netball, rugby, uni-hockey ● Cross Country, Athletics ● Healthy Choices ● Interpersonal skills ● Personal Identity
<p>Assessments</p>	<ul style="list-style-type: none"> ● Skill Assessments ● Swimming NZ Water Safety Assessments
<p>Teaching Strategies</p>	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Think, Pair, Share ● School/Ministry Resources ● Inquiry
<p>Community Support Ideas</p>	<p>Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust,</p>

Year Level	Yr 5
SOLO Relevant concepts to inform teaching	Units of work could include SOLO or other thinking skills where applicable. <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Question ● Apply ● Predict ● Reflect ● Evaluate
Skills	By the end of Year 5 students will begin to: <ul style="list-style-type: none"> ● Identify risks and hazards in and around water and ways to manage them ● Experience enjoyable physical activities and develop more complex movement skills to perform a sequence ● Identify and demonstrate ways to enhance their group involvement with others eg considering others feelings ● Identify ways to care for their own personal health and hygiene ● Develop a positive self-image ● To be able to identify people and organisations who help within our community eg Fire Station, Ambulance, Police
Possible Topics	<ul style="list-style-type: none"> ● Aquatics ● Co-ordination ● Ball Skills – soccer, tennis, cricket, basketball, netball, rugby, uni-hockey, softball ● Team work and Fair Play ● Cross Country, Athletics ● Healthy Choices ● Interpersonal skills ● People who help us to be safe in our community ● Personal Identity
Assessments	<ul style="list-style-type: none"> ● Skill assessments ● Swimming NZ Water Safety Assessments
Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Think, Pair, Share ● School/Ministry Resources ● Play, teach, play ● Inquiry

Community Support Ideas	Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust
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Year Level	Yr 6 & 7
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills were applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Compare and Contrast ● Question ● Apply ● Predict ● Reflect ● Evaluate
Skills	<p>By the end of Year 6 students will be able to:</p> <ul style="list-style-type: none"> ● Identify risks and hazards in and around water and ways to manage them ● Experience enjoyable physical activities and develop more complex movement skills to perform a sequence ● Identify and demonstrate ways to enhance their group involvement with others eg considering others feelings ● Identify ways to care for their own personal health and hygiene ● Identify their own personal qualities that contribute to a positive self-image
Possible Topics	<ul style="list-style-type: none"> ● Aquatics ● Co-ordination ● Ball Skills – soccer, tennis, cricket, basketball, netball, rugby, uni-hockey, softball ● Team work and Fair Play ● Cross Country, Athletics ● Healthy Choices ● Interpersonal skills ● People who help us to be safe in our community ● Personal Identity ● Running an activity (Leadership) ● Adventure Based Learning

	<ul style="list-style-type: none"> ● Puberty Talks ● Jump for Heart
Assessments	<ul style="list-style-type: none"> ● Skill Based Assessments ● Swimming NZ Water Safety Assessments
Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Think, Pair, Share ● School/Ministry Resources ● Play, teach, play ● Inquiry ● Teaching games for understanding
Community Support Ideas	Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust

Year Level	Yr 8	
SOLO Relevant concepts to inform teaching	Units of work could include SOLO or other thinking skills where applicable. <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Compare and Contrast ● Question ● Organise 	<ul style="list-style-type: none"> ● Explain effects ● Apply ● Predict ● Reflect ● Evaluate ● Argue ● Justify
Skills	By the end of Year 8 students will be able to: <ul style="list-style-type: none"> ● Identify risks and hazards in and around their environment and ways to manage them ● Demonstrate consistency of control and movement in a range of situations ● Identify and demonstrate ways to enhance their group involvement with others eg considering others feelings ● Identify ways to care for their own personal health and hygiene ● Describe how outside influences impact on their own self-image and worth ● Self management and learning/ They are in charge of their learning 	
Possible Topics	<ul style="list-style-type: none"> ● Aquatics/Water Safety ● Team Sports and skills ● Maori Games ● Teamwork and Fair Play ● Cross Country ● Community Service 	<ul style="list-style-type: none"> ● Be healthy/Be active ● Interpersonal skills/Friendships ● Positive Puberty
Assessments	<ul style="list-style-type: none"> ● Fitness Testing ● Skill Assessments ● Swimming NZ Water Safety Assessments 	

Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Inquiry ● School/Ministry Resources ● Play, teach, play ● Teaching games for understanding
Community Support Ideas	Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers, Life Education Trust, Waka Abel Tasman, Whenua Iti, Aorere Future Trust

Year Level	Yr 9	
SOLO Relevant concepts to inform teaching	Units of work could include SOLO or other thinking skills where applicable. <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Compare and Contrast ● Question ● Organise ● Explain causes 	<ul style="list-style-type: none"> ● Explain effects ● Analyse ● Apply ● Predict ● Reflect ● Evaluate ● Argue ● Justify
Skills	By the end of Year 9 students will be able to: <ul style="list-style-type: none"> ● Identify risks and hazards in and around their environment and implement ways to manage them ● Demonstrate consistency of control and movement in a range of situations ● Identify and demonstrate ways to enhance their group involvement with others to achieve positive outcomes ● Make informed decisions ● Demonstrate an understand of how their own self-worth will impact on their interpretation others ● Investigate, explain and evaluate how outside agencies impact on our own well-being (local and nation-wide). 	

Possible Topics	<ul style="list-style-type: none"> ● Aquatics/Water Safety ● Team Sports and skills ● Maori Games ● Teamwork and Fair Play ● Cross Country ● Food and Nutrition 	<ul style="list-style-type: none"> ● Interpersonal skills/Friendships ● Past and Future ● Cyber Safety/Connected (Attitude) ● Sexuality ● Drugs and Alcohol
Assessments	<ul style="list-style-type: none"> ● Swimming NZ Water Safety Assessments ● Fitness Testing ● Skill Assessments 	
Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Inquiry ● School/Ministry Resources ● Play, teach, play ● Teaching games for understanding 	
Community Support Ideas	Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers	

Year Level	Yr 10	
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Compare and Contrast ● Question ● Organise ● Explain causes 	<ul style="list-style-type: none"> ● Explain effects ● Analyse ● Apply ● Predict ● Reflect ● Evaluate ● Argue ● Justify ● Perform

Skills	<p>By the end of Year 10 students will be able to:</p> <ul style="list-style-type: none"> ● Identify risks and hazards in and around their environment and implement ways to manage them ● Demonstrate consistency of control and movement in a range of situations ● Identify and demonstrate ways to enhance their group involvement with others to achieve positive outcomes ● Make informed decisions ● Demonstrate an understand of how their own self-worth will impact on their interpretation others ● Investigate, explain and evaluate how outside agencies impact on our own well-being (local and nation-wide).
Possible Topics	<ul style="list-style-type: none"> ● Aquatics/Water Safety ● Team Sports and skills ● Maori Games ● Teamwork and Fair Play ● Cross Country ● Interpersonal skills/Friendships ● Past and Future ● Cyber Safety/Connected (Attitude) ● Sexuality education ● Drugs and Alcohol ● Food Nutrition
Assessments	<ul style="list-style-type: none"> ● Swimming NZ Water Safety Assessments ● Skill Assessment ● Fitness Testing
Teaching Strategies	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Inquiry ● School/Ministry Resources ● Play, teach, play ● Teaching games for understanding
Community Support Ideas	<p>Local Emergency Services, Dental Nurses, Health Nurses, Parent helpers, Sport Tasman eg cricket and rugby, Visiting Performers</p>

Year Level	Yr 11
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> ● Identify ● Describe ● Name ● Follow simple procedure ● Sequence ● Compare and Contrast ● Question ● Organise ● Explain causes <ul style="list-style-type: none"> ● Explain effects ● Analyse ● Apply ● Predict ● Reflect ● Evaluate ● Argue ● Justify
Skills	<p>By the end of Year 11 students will be able to:</p> <ul style="list-style-type: none"> ● Participate in regular physical activities and examine factors influencing their participation ● Demonstrate an understanding of how to participate safely and responsibly in a variety of environments ● Use science and technology to enhance their physical abilities (anatomy and biomechanics) ● Analyse and refine their specialised motor skills to enhance their overall performance ● Help other students in their participation of physical activities
Possible Topics	<ul style="list-style-type: none"> ● Indoor bowls ● Volleyball ● Basketball ● Swimming ● Water Polo ● Kayaking <ul style="list-style-type: none"> ● Badminton ● Risk Management ● Biomechanics ● Coaching ● Anatomy
NCEA Requirements/ Terminology	Achieve (Describe, SOLO multi-structural), Merit (Explain, SOLO Relational) and Excellence (Discuss, SOLO Extended Abstract)
Assessments	<p>90962 – Participate in a variety of activities and explain factors that influence own participation</p> <p>90963 – Demonstrate understanding of the function of the body as it relate to the performance of activities</p> <p>90969 – Take purposeful action to assist others to participate in physical activity</p>

Teaching Strategies	<ul style="list-style-type: none"> • Drills for skills • Games sense • Inquiry • School/Ministry Resources 	<ul style="list-style-type: none"> • Play, teach, play • Teaching games for understanding
Community Support Ideas	Sports Tasman, Local experts, Local business	

Year Level	Yr 12 & 13	
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <ul style="list-style-type: none"> • Identify • Describe • Name • Follow simple procedure • Sequence • Compare and Contrast 	<ul style="list-style-type: none"> • Question • Organise • Explain causes • Explain effects • Analyse • Apply
Skills	<p>By the end of Year 13 students will be able to:</p> <ul style="list-style-type: none"> • Self reflection on their strengths • Plan, participate in, and critically evaluate a physical activity programme and examine factors to enhance performance and well-being • Critically analyse issues that influence their own health and safety and that of others • Evaluate their own historical data on physical activity to devise strategies to meet their current and future needs for a healthy lifestyle • Devise, apply, and evaluate strategies to improve physical skills for themselves and others 	
Possible Topics	<ul style="list-style-type: none"> • Indoor bowls • Volleyball • Basketball • Swimming • Kayaking • Badminton • Risk Management 	<ul style="list-style-type: none"> • Biomechanics • Coaching • Anatomy • Exercise Physiology • Scuba Diving • Snorkelling • Camping • Maori Games (Kio Rahi)

NCEA Requirements/ Terminology	Achieve (Describe, SOLO multi-structural), Merit (Explain, SOLO Relational) and Excellence (Discuss, SOLO Extended Abstract)
Assessments <i>Those in Italics are only offered some years</i>	Senior students attend Whenua Iti course (outdoor leaders course)
Teaching Strategies	<ul style="list-style-type: none"> ● Drills for skills ● Games sense ● Think, Pair, Share ● School/Ministry Resources ● Play, teach, play ● Teaching games for understanding
Community Support Ideas	Sports Tasman, Local experts, Local business, Golden Bay Waka Ama Club, Golden Bay Kayaks, Aorere Future Trust, Whenua Iti Outdoor Pursuits