BOARD OF STUDIES
NEW SOUTH WALES

Personal Development, Health and Physical Education K-6

Syllabus

Contents

Introduction

Personal Development, Health and Physical Education is one of the six key learning areas in the NSW primary curriculum. This syllabus makes a unique contribution to the total school curriculum in that it is directly concerned with supporting the development of the student as a whole person. Its implementation has the potential to contribute to improved and ongoing quality of life for all individuals within the community. This syllabus replaces the *K–6 Personal Development, Health and Physical Education Syllabus and Support Document, Formal Consultation Draft, 1992*. It incorporates elements of the *Physical Activity for Health and Fitness Support Document,* which was distributed to schools in 1997.

This syllabus is based on a broad notion of health that encompasses all aspects of an individual's wellbeing, inclusive of social, mental, physical and spiritual health. It is concerned with developing in students the knowledge and understanding, skills, values and attitudes that will enable them to lead healthy and fulfilling lives. It also provides schools with a curriculum framework for teaching and learning related to the health priorities for young people of drug education, fitness and physical activity, child protection and nutrition.

School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity and develop positive attitudes towards a healthy lifestyle. Programs should include participation in regular and varied physical education experiences, which provide the foundation for a lifelong commitment to valuing and leading a healthy lifestyle. They should also include systematic and explicit teaching of personal and social skills to give students a basis for resilience and the resourceful management of their own lives.

Student learning in PDHPE will also be enhanced through the use of computer-based technologies. Information technology enables students to locate, access, view and analyse a range of texts, graphics, sounds and images. Students can also use computer technology to design and create information products. The indicators shown in this syllabus include some examples of how students might use different technologies to work towards the achievement of outcomes.

The syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage.

Parents should be involved in decisions about the PDHPE program. This will assist teachers to adjust their programs to accommodate the perspectives of different groups within the community. Parents will also be in a better position to assist in the implementation of the school program and to actively support their child's learning outside the school environment. The partnership between the school and the home will be most productive when both contribute in a consistent manner to the child's development of positive health behaviours and attitudes.

It is important that students are encouraged to understand their own growth and development within the context of their families and communities. The active participation of parents and students in the planning, implementation and evaluation of programs will assist exploration of different aspects of health as they are understood within different communities and to place teaching and learning in a context that is meaningful and valued by students.

While the syllabus has a clear focus on promoting better health for all, it is acknowledged that not all students enjoy the same opportunities in this regard. Social, economic, environmental and political factors are key determinants of health status. Health inequities may be linked to such factors as race, ethnicity, class, gender, disability, sexuality and age. Sensitivity to the circumstances of individual students is essential in designing appropriate PDHPE programs. It is important for teachers, parents and students to understand that improving health is the responsibility of all members of society.

Rationale

In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. The resultant good health is characterised by improved quality of life, less sickness and disability, happier personal, family and social experiences and the opportunity to make choices in work and recreation.

Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining mental, physical, social and spiritual wellbeing. When individuals are well informed on health issues and have a sense of control about the decisions they make, they are more likely to experience positive relationships, improved quality of life and less illness. PDHPE programs play a unique role in the development of students' knowledge, understandings and practical skills that lead to better health.

The ability of individuals to adopt a healthy lifestyle may be affected by the social and cultural context in which they live. Student learning is enhanced by an understanding that health is the responsibility of all parts of society. Through promoting the fundamental principles of diversity, social justice and supportive environments, individuals and communities are better able to act for positive health outcomes.

Students should be concerned not only about their own health but also about better health for all now and in the future. This is encouraged through raising: concern for the welfare, rights and dignity of all people; understanding of how equity is effected by structures and practices within communities; awareness of disadvantages and actions for their redress; and understanding of how decisions are made and priorities established.

PDHPE is an important key learning area within the primary curriculum as it:

- **encourages an understanding and valuing of self and others**

    Students who understand and value themselves as individuals and as members of groups, exercise more control over their own lives. They can identify and appropriately express a range of feelings. They also appreciate that the way they think influences the way they feel. They are open to learning more positive ways of responding to situations. They are therefore able to make more considered choices and are less influenced by immediate circumstances and responses.

    When students understand and value others, they work more cooperatively in teams and enjoy more stable and satisfying interpersonal relationships. They are also more tolerant and caring members of the community who value difference and respond to others as individuals.

    Students who understand and value themselves and others are better equipped to respond to change and to overcome adversity. They are also more likely to seek help when they need it.

    This key learning area provides opportunities for students to form positive attitudes about themselves and others, to communicate effectively, to work cooperatively and to develop and maintain positive relationships.

- **promotes physical activity**

    Students should be physically active every day in as many ways as they can. Health experts agree that all people should accumulate 30 minutes of moderate physical activity each day for health benefits. It is also generally agreed that, in addition, children should engage in more vigorous activity of at least 20 minutes at least 3 times per week.

    Adolescence is a time when the trend to inactivity is a concern. Efforts to encourage young children to be more active (one hour per day) provides optimum health and allows some scope for reducing activity in later life but still retaining the minimum daily requirement.

Regular physical activity is an essential ingredient for the development and maintenance of optimum health. It can improve cardiovascular efficiency and aid efforts to reduce risk factors of coronary heart disease. It is critical for enhancing bone development, controlling obesity and improving psychological health and immune status. The related health and fitness benefits enable the individual to engage in leisure activities and to meet physical work demands without excessive physiological stress.

Physical activity is also important in contributing to quality of life. Participation in active pursuits can be an enjoyable, creative and social outlet that has the potential to build esteem.

School programs at all levels have a responsibility to encourage the physical growth and development of all students, support the acquisition of movement skills and nurture positive attitudes towards physical activity. This key learning area provides regular and frequent opportunities for students to acquire and apply movement skills, enhance their creativity and aesthetic awareness and develop positive attitudes towards regular physical activity.

- **emphasises informed decision making leading to effective and responsible action**

Schools can help students to take responsible action regarding their own lifestyle. They can support them in making informed decisions about factors that may hinder or promote the wellbeing of themselves and others.

This key learning area builds upon the decision-making skills children have when they first come to school. It provides opportunities for the teaching of decision-making skills and learning through behaviour rehearsal. School programs can assist all students to become more aware of the process that is occurring when decisions are made so that they can increase their knowledge of options available to them and predict likely consequences. To make informed decisions, students also require accurate and appropriate information about issues that are relevant to them.

Students are more likely to use strategies developed and learned in the classroom in their own lives if they have been developed and rehearsed over a period of time in simulated situations that are as close as possible to the real-life contexts of the students. For example, refusal skills in drug situations need to be part of the repertoire of students' responses well ahead of the time when they are exposed to drugs.

More specifically the study of PDHPE is concerned with:

- **physical, social, cognitive and emotional growth and development patterns**

Feelings of self-confidence and self-acceptance and the ability to act in the best interests of themselves and others are fostered by an understanding of the nature of life's changes and the uniqueness of individual development.

- **the development and maintenance of positive interpersonal relationships**

Successful interaction with others in contexts such as the family, peer group and teams is essential to meet the individual's need for belonging and security. Students' capacity to form relationships and cope with changes in relationships is influenced by understandings and skills in negotiation, conflict resolution, tolerance, roles, responsibilities and community expectations associated with friendships and relationships.

- **the factors influencing personal health choices**

Young students need clear guidance concerning appropriate health attitudes and behaviours. As students mature they require assistance in discerning between conflicting messages from a range of sources. An understanding of health issues empowers students to make appropriate decisions and commit to adopting sound community values.

■ **living and learning in a safe secure environment**

The safety and security of children is enhanced when they can recognise situations where their personal safety may be at risk, and use strategies to protect themselves. When power is used positively in relationships, individuals can support their own and others' rights to respect and safety.

■ **the adoption of an active lifestyle**

Physical activity habits developed in school years are often maintained in later life. Students need to understand the importance of a balanced lifestyle incorporating regular physical activity for health and fitness.

■ **fundamental movement patterns and coordinated actions of the body**

Children do not naturally develop fundamental movement skills as they grow. Opportunities should be provided for these skills to be taught, practised and encouraged. Having mastery of the Fundamental Movement Skills such as throwing, catching, running and jumping opens up a vast array of sport, leisure and recreation options for the individual. Skills are developed through play, dance, gymnastics, games, sports, aquatics and other recreational activities. The quality of movement is further enhanced through exploring, composing, performing and appreciating movement.

■ **skills that enable action for better health and movement outcomes**

Understanding about health and movement is utilised when students have the necessary ability and self-confidence. The skills of effective communication, interaction, decision making and problem solving and moving with efficiency and confidence empower students to take action leading to better health, improved performance and enhanced self-esteem.

Not all students will have the same degree of control over their health. Illness, disability and sociocultural circumstances will have significant impacts on health and the ability to affect change. However, an emphasis on these skills and understandings of those factors that influence health best prepares students to work towards better health for themselves and others.

Aim

The aim of this syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, the syllabus will form the basis for students to adopt a responsible and productive role in society.

Objectives

Values and Attitudes

To develop students':

■ appreciation of and a commitment to healthy and socially just ways of living.

Skills

To develop students' skills in:

■ making, communicating and acting upon health decisions;

■ moving with competence and confidence; and

■ forming and maintaining positive relationships.

Knowledge

To develop students' knowledge and understanding about:

■ ways to enhance personal and community health and wellbeing, and

■ the composition, performance and appraisal of movement.

Overview of Learning in PDHPE K–6

The following diagram represents the key components of the syllabus. The syllabus content consists of two elements: subject matter and skills. These form the basis for achieving the syllabus aims, objectives and outcomes.

Syllabus
Aims
Objectives
Outcomes
Indicators

Subject Matter

- relationships
- communication
- families
- peers
- groups

- personal identity
- the body
- human sexuality
- changes
- values

Strand

Interpersonal Relationship　　**Growth and Development**

moving
problem-solving
communicating

SKILLS

interacting
decision-making

Safe Living

Games and Sport

Personal Health Choices

Gymnastics

Active Lifestyle　　**Dance**

- personal safety
- home and rural safety
- school and play safety
- road safety
- water safety
- emergency procedures

- making decisions
- nutriton
- health services and products
- drug use
- environmental health
- preventive measures

- non locomotor skills
- locomotor skills
- manipulative skills
- games
- athletics
- aquatics
- playing the games

- non locomotor skills
- locomotor skills
- elements of movement
- composition

- components of an active lifestyle
- ways to be active
- effects of physical activities

- non locomotor skills
- locomotor skills
- elements of dance
- composition
- dance styles

Specific content and learning experiences are selected to achieve the syllabus objectives and outcomes

Subject Matter

The subject matter of PDHPE K–6 is organised into eight interrelated strands. The eight strands are not mutually exclusive. Programs may select subject matter from a number of the eight strands. Particular themes and issues may be revisited in relation to a number of strands to reinforce understandings. **In order for students to achieve the outcomes of this syllabus it is essential that teaching/learning occurs in each of the strands in each stage of primary education.**

Active Lifestyle

Active Lifestyle is concerned with students adopting activity patterns that promote their wellbeing. In this strand, students will examine the components of a balanced lifestyle, explore options for recreation and develop the skills and attitudes necessary for an active lifestyle.

Dance

Dance develops the ability of students to communicate and express themselves through movement. Through dance, students develop awareness of the ways their bodies move, the space in which they move, the time and quality of their movements and their relationship to each other and objects. Students participate in composing, moving and appreciating a range of dance styles.

Games and Sports

This strand develops each student's competence and confidence in a broad range of games, sports and physical activities. Students develop fundamental movement skills (FMS), progressing to more games- and sports-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment.

Growth and Development

Growth and Development involves developing each student's understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur throughout the cycle of people's lives. Students participate in activities that increase their confidence and competence to manage change.

Gymnastics

The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigate and succeed in a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. The gymnastics experiences recommended in this syllabus are appropriate for all students. They do not involve Olympic or competitive gymnastics disciplines.

Interpersonal Relationships

Interpersonal Relationships is concerned with developing an understanding of the nature of relationships. Students develop skills for building positive responsible relationships, and practise their application so that they can use them effectively in their lives.

Personal Health Choices

Personal Health Choices examines the process of making lifestyle decisions and putting them into practice. This strand considers the personal health decisions that students make about their lives relating to nutrition, hygiene, consumerism, drug use, the environment and disease prevention.

Safe Living

Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm.

Skills

There are five essential skills that students should develop from PDHPE. They are:

Communicating

Students should develop a variety of skills for communicating: being able to express needs, wants, feelings, ideas and opinions; being able to listen attentively and respond appropriately; being able to use negotiation, conflict resolution, refusal and assertiveness skills effectively in a range of situations.

Decision Making

Students should develop decision-making skills in the context of making healthy personal and lifestyle choices. This involves: making informed decisions; selecting and adopting safe practices; distinguishing between fact and opinion in health matters; accepting responsibility for decisions and resulting consequences; being able to use information gained to inform future decision making; making collective decisions for the common good.

Interacting

Skills for relating positively to others and the environment include: working cooperatively as a group member; generating and abiding by rules for common benefit; developing and maintaining friendships; offering assistance and encouragement to others; accepting support and assistance.

Moving

Students develop the ability to: move effectively in response to a variety of stimuli; participate regularly in a range of games and sports; demonstrate mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running; create and perform sequences of movement with variation in movement quality.

Problem Solving

Students develop problem-solving skills by: gathering relevant information by observing, questioning and researching; generating alternative ways of resolving problems; using a range of problem-solving strategies; selecting the most appropriate solution; identifying people who can assist; carrying out a plan and reflecting on the results.
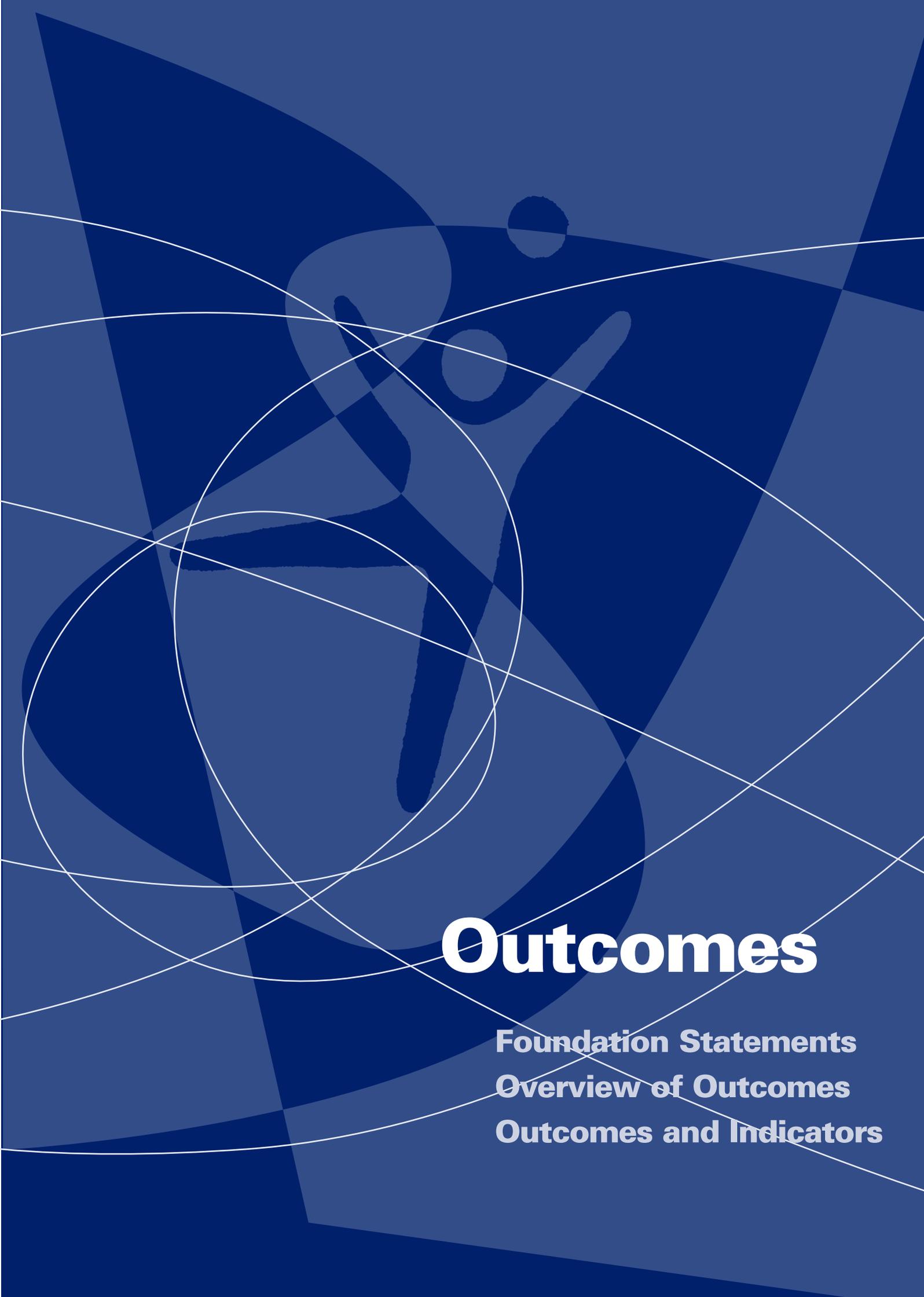
Outcomes

Foundation Statements
Overview of Outcomes
Outcomes and Indicators

Foundation Statements

Foundation Statements set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school.

Early Stage 1	Stage 1

Fundamental Movement and Physical Activity
■ **Healthy Choices** ■ **Self and Relationships**

Fundamental Movement and Physical Activity
■ **Healthy Choices** ■ **Self and Relationships**

Students participate in regular physical activity through creative play, dance, gymnastics and minor games. They practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Students show awareness and consideration of others during play situations and practise the fundamental movement skills of balance, sprint run, vertical jump and catch. They describe the components of an active lifestyle and identify different ways to be active at school and at home.

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

Students participate and perform in dance, gymnastics, minor games and sports. They complete simple movement sequences that show an understanding of dynamics, spatial awareness, relationships, timing and rhythm of movement. They demonstrate fair play and cooperation in small groups. Students develop proficiency in the fundamental movement skills of the hop, side gallop, skip, overhand throw, kick and two-handed strike. They participate in physical activities that promote enjoyment and recognise the importance of these for health and lifestyle balance.

Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

Stage 2	Stage 3

Fundamental Movement and Physical Activity
■ **Healthy Choices** ■ **Self and Relationships**

Students apply movement skills in dance, gymnastics, games and sports, and practise manipulative skills in a range of minor games. They perform movement sequences with consistency and control and demonstrate cooperation, effort and practice in physical activity. Students demonstrate proficiency in the fundamental movement skills of static balance, sprint run, vertical jump, catch, hop, side gallop, skip and overarm throw through practice and application in different games and sports. They participate in physical activity and investigate how it contributes to a healthy and active lifestyle.

Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision-making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and 'fast food'. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

Fundamental Movement and Physical Activity
■ **Healthy Choices** ■ **Self and Relationships**

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports. They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

Overview of Outcomes

Outcomes

Syllabus outcomes are specific statements of desired student achievement intended by the syllabus. These outcomes are achieved as students engage with the content of the syllabus. They are organised in stages. The outcomes are statements of the knowledge and understandings and skills expected to be gained by most students at the end of a stage as a result of effective teaching and learning of PDHPE.

Stages are sequential, chronological curriculum organisers that provide a convenient way of structuring syllabus outcomes. The stages of PDHPE K–6 are as follows:

Early Stage 1 (ES1):	Kindergarten
Stage 1 (S1):	Years 1 and 2
Stage 2 (S2):	Years 3 and 4
Stage 3 (S3):	Years 5 and 6

Most students will achieve the outcomes of each stage in the years listed above. Some students will be working towards outcomes at an earlier or later stage.

The values and attitudes outcomes for PDHPE are applicable to all stages of primary schooling. They are progressively reinforced in each stage and therefore they are not presented in stages.

A code has been applied to each of the outcomes. This does not indicate any intended sequence or hierarchy of the outcomes. Rather, it is a classification system to facilitate ease of reference. The following codes are used:

Strands		**Skills**	
AL	Active Lifestyle	CO	Communicating
DA	Dance	DM	Decision Making
GD	Growth and Development	IN	Interacting
GS	Games and Sports	MO	Moving
GY	Gymnastics	PS	Problem Solving
IR	Interpersonal Relationships	V	Values and Attitudes
PH	Personal Health Choices		
SL	Safe Living		

For example, the following outcome:

GSS1.8 Performs fundamental movement skills with equipment in minor games.

refers to an outcome from the Games and Sports strand in Stage 1. The last number indicates that this outcome belongs to the eighth set of PDHPE outcomes.

Indicators

Each outcome in this syllabus is accompanied by a set of indicators. An indicator is a statement of the behaviour that students might display as they work towards the achievement of syllabus outcomes.

The indicators included in this syllabus are examples only. They exemplify the range of observable behaviours that contribute to the achievement of outcomes. They assist teachers to monitor student progress within a stage and to make on-balance judgements about the achievement of outcomes at the end of a stage. Teachers may wish to develop their own indicators. Alternatively, they may adapt and/or modify the syllabus indicators as appropriate.

Outcomes

Values and Attitudes Outcomes

Throughout the years of primary schooling students will develop an appreciation and commitment to healthy and socially just ways of living. The following outcomes apply at all stages.

A student:

V1   refers to a sense of their own worth and dignity;

V2   respects the right of others to hold different values and attitudes from their own;

V3   enjoys a sense of belonging;

V4   increasingly accepts responsibility for personal and community health;

V5   willingly participates in regular physical activity; and

V6   commits to realising their full potential.

Skills Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
Communicating	COES1.1 Expresses feelings, needs and wants in appropriate ways.	COS1.1 Communicates appropriately in a variety of ways.	COS2.1 Uses a variety of ways to communicate with and within groups.	COS3.3 Communicates confidently in a variety of situations.
Decision Making	DMES1.2 Identifies some options available when making simple decisions.	DMS1.2 Recalls past experiences in making decisions.	DMS2.2 Makes decisions as an individual and as a group member.	DMS3.2 Makes informed decisions and accepts responsibility for consequences.
Interacting	INES1.3 Relates well to others in work and play situations.	INS1.3 Develops positive relationships with peers and other people.	INS2.3 Makes positive contributions in group activities.	INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
Moving	MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.	MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.	MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.	MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.
Problem Solving	PSES1.5 Seeks help as needed when faced with simple problems.	PSS1.5 Draws on past experiences to solve familiar problems.	PSS2.5 Uses a range of problem-solving strategies.	PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.

Outcomes

Knowledge and Understanding Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
Active Lifestyle	ALES1.6 Develops a repertoire of physical activities in which they can participate.	ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.	ALS2.6 Discusses the relationship between regular physical activity and health.	ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.
Dance	DAES1.7 Moves in response to various stimuli.	DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.	DAS2.7 Performs familiar movement patterns in a variety of dance situations.	DAS3.7 Performs a range of dance styles and sequences confidently.
Games and Sports	GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.	GSS1.8 Performs fundamental movement skills with equipment in minor games.	GSS2.8 Participates and uses equipment in a variety of games and modified sports.	GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.
Growth and Development	GDES1.9 Identifies how people grow and change.	GDS1.9 Describes the characteristics that make them both similar to others and unique.	GDS2.9 Describes life changes and associated feelings.	GDS3.9 Explains and demonstrates strategies for dealing with life changes.
Gymnastics	GYES1.10 Performs basic movement patterns to show actions of the whole body.	GYS1.10 Follows a simple sequence that links basic movement patterns.	GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements.	GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.
Interpersonal Relationships	IRES1.11 Identifies how individuals care for each other.	IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.	IRS2.11 Describes how relationships with a range of people enhance wellbeing.	IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.
Personal Health Choices	PHES1.12 Displays basic positive health practices.	PHS1.12 Recognises that positive health choices can promote wellbeing.	PHS2.12 Discusses the factors influencing personal health choices.	PHS3.12 Explains the consequences of personal lifestyle choices.
Safe Living	SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	SLS2.13 Discusses how safe practices promote personal wellbeing.	SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.

Outcomes

Outcomes and Indicators

Values and Attitudes Outcomes and Indicators

Values and attitudes outcomes in PDHPE are applicable at all stages. They are progressively reinforced in each stage, therefore they have not been presented in stages.

Outcomes	Indicators
A student:	
V1 *refers to a sense of their own worth and dignity*	• accepts themselves as they grow and change • appreciates that their physical, social, emotional and intellectual development is unique • values themselves as an important member of various groups • expresses a realistic perception of their personal capabilities • appreciates and accepts the importance of developing a personal value system
V2 *respects the right of others to hold different values and attitudes from their own*	• appreciates the similarities and differences between themselves and others • shows sensitivity to the needs, rights, feelings and efforts of others • shows concern for the welfare of others • questions forms of discrimination against people on the grounds of their sex, race, marital status, sexuality or disability • values fair play
V3 *enjoys a sense of belonging*	• recognises the contribution they and others make to social living • appreciates the importance of family life • displays a commitment to developing and maintaining positive relationships • values positive relationships • appreciates the need to belong to various groups • values the need to work cooperatively • appreciates the important contributions they can make to various groups
V4 *increasingly accepts responsibility for personal and community health*	• values their health and safety and that of others • defends the need for making decisions that enhance health • appraises the values and attitudes of different groups within society in relation to lifestyle and health • appreciates the need for shared responsibility and decision making • appreciates the need for safe practices in a range of situations and environments • values the need to pursue healthy lifestyles
V5 *willingly participates in regular physical activity*	• values the importance of physical activity to personal health • enjoys regular participation in worthwhile physical activity • recognises the challenging and satisfying nature of performance • recognises the value of lifelong commitment to regular physical activity • appreciates the need to participate in physical activity with safety
V6 *commits to realising their full potential*	• acknowledges effort in achieving results • recognises the aesthetic and technical qualities of movement • appreciates the features of a skilled performance • strives to achieve quality in personal performance • values the contribution made by support personnel in achieving quality performance

Outcomes

Communicating Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
COES1.1 **Expresses feelings, needs and wants in appropriate ways.**	**COS1.1** **Communicates appropriately in a variety of ways.**	**COS2.1** **Uses a variety of ways to communicate with and within groups.**	**COS3.1** **Communicates confidently in a variety of situations.**

Early Stage 1

- *responds to simple instructions and rules*
- *plays simple response games*
- *makes simple requests*
- *uses correct vocabulary for body movements, eg run, slide, skip, stretch, reach*
- *prepares simple health messages using, for example, a touch-sensitive pad or graphics program*
- *identifies people who can help them*

Stage 1

- *creates a poster about safety rules using, for example, a computer package*
- *actively listens to others talk about their families*
- *talks about why they need friends*
- *expresses feelings about safe and unsafe situations*
- *shows understanding about others' feelings*
- *talks about the importance of regular physical activity*
- *expresses themself through movement*
- *expresses appreciation when others give help*
- *writes and sends simple questions to determine health advice using e-mail*
- *discusses how to store medicines safely*

Stage 2

- *shares ideas, feelings and opinions with others about issues such as bullying, passive smoking*
- *communicates with students in a buddy class using e-mail to find out their likes and dislikes*
- *uses clip art and word processing to develop merit certificates that acknowledge achievement (sporting, academic, social)*
- *reports on participation in games and activities to a large group*
- *role-plays correct road crossing procedure*
- *demonstrates assertive responses to protect themselves from drug-related harm*
- *makes a complaint, states a problem or disagrees in acceptable ways*

Stage 3

- *presents an opinion with confidence, eg the case for smoke-free zones*
- *recognises and articulates feelings about transition to high school*
- *designs and produces a multimedia presentation detailing group findings about a health issue, eg effects of alcohol or tobacco*
- *devises questions to analyse media messages, eg body shape, placement of tobacco products on television and in films*
- *uses negotiation skills in group activities, eg games*
- *communicates an idea or story through movement*
- *uses reflective listening in order to clarify a friend's point of view about the uptake of smoking*
- *justifies why they refuse offers of cigarettes from friends and other peers*

Decision Making Outcomes and Indicators

DMES1.2
Identifies some options available when making simple decisions.

- *nominates people who can help in particular situations, eg in the playground*

DMS1.2
Recalls past experiences in making decisions.

- *predicts consequences of options in order to make a decision, eg where to swim safely*

- *chooses to play in a shady place when available*

- *chooses games to play in free time with friends*

- *discusses feelings others may have in response to their own actions*

- *sets simple goals, eg improve skipping skills*

- *chooses the friends they play with*

- *identifies the healthier of two alternatives, eg food choices, appropriate hat for sun protection*

- *identifies some items not shared, eg medicines, toothbrush, comb*

- *discusses safe choices when travelling, eg use a quiet voice in the car, wear a helmet when riding or skating*

DMS2.2
Makes decisions as an individual and as a group member.

- *discusses advantages and disadvantages of options with friends when making decisions, eg decisions about smoking*

- *discusses safe choices for different environments, eg pedestrian distractions*

- *gathers accurate information about drugs from reliable sources*

DMS3.2
Makes informed decisions and accepts responsibility for consequences.

- *discriminates between a variety of products that are healthy and unhealthy, eg food, drinks*

- *applies decision-making processes when choosing a recreational pursuit*

- *evaluates personal decisions*

- *accepts responsibility for their decisions*

- *predicts the consequences of their choices, eg use of tobacco and alcohol, wearing headphones or texting when crossing the road*

Interacting Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
INES1.3 **Relates well to others in work and play situations.**	**INS1.3** **Develops positive relationships with peers and other people.**	**INS2.3** **Makes positive contributions in group activities.**	**INS3.3** **Acts in ways that enhance the contribution of self and others in a range of cooperative situations.**
• *learns to share equipment, material and workspace*	• *displays cooperation in group activities, eg taking turns*	• *participates in the development of class rules*	• *engages in community action, eg fundraising to support others*
• *identifies the people and things that are special to them*	• *uses positive talk to encourage others*	• *helps others to achieve set tasks*	• *identifies factors that influence selection of friends*
• *observes classroom and playground rules*	• *listens and responds to others*	• *works independently or in a group to devise a simple game*	• *uses strategies to resolve conflict, eg negotiation*
• *acknowledges significant events, eg birthdays*	• *observes rules regarding group conduct*	• *develops friendships and support networks with a range of people*	• *expresses and acts appropriately on concern for others*
• *works happily with class peers*	• *develops friendships with peers*	• *displays tolerance in relation to individual differences, eg ability levels, culture*	• *demonstrates actions that support the rights and feelings of others, eg fair play, consideration, encouragement, peer tutoring*
• *uses self-control to deal with anger or excitement*	• *interacts with other students and adults, eg peer support, clubs*	• *discusses personal strategies to deal with difficult situations*	• *engages in care for the environment, eg recycling, Landcare*
	• *shows concern for the wellbeing of others, eg sends a get well card, demonstrates care for a child who requires asthma medication*	• *participates in group discussions to list the harms relating to tobacco and alcohol use*	• *clarifies opinions and attitudes towards drug use*

Outcomes

Moving Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
MOES1.4 **Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.**	**MOS1.4** **Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.**	**MOS2.4** **Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.**	**MOS3.4** **Refines and applies movement skills creatively to a variety of challenging situations.**

Early Stage 1:

- *maintains stillness of head and trunk when balancing*
- *demonstrates balance and high knee lift when sprinting*
- *stretches and curls the body at levels (high and low)*
- *rolls ball to partner*
- *walks, runs, slides at different tempos/speeds*
- *climbs up through, under, over apparatus, eg benches*

Stage 1:

- *hops on preferred and non-preferred foot*
- *strikes a stationary object, eg soccer ball, teeball*
- *absorbs force when jumping and landing from different heights*
- *pushes and glides with or without aids in water*
- *balances on different body parts, eg balance on one hand and one knee, individually, with partner, or on apparatus*
- *repeats movements to form a sequence, eg jump, hop, run*

Stage 2:

- *throws overarm proficiently*
- *kicks and strikes proficiently for distance*
- *performs a simple dance combining locomotor and non-locomotor movements*
- *performs a forward roll down an incline*
- *performs bunny hops over a low bench*
- *shows a range of ways to enter and move through the water*

Stage 3:

- *adapts throwing action to cater for different types of equipment for distance, accuracy and speed, eg netball, frisbee, shotput*
- *demonstrates survival water skills (25 m swim, deep water entry/exits)*
- *transfers sequence of locomotor and non-locomotor movements from the floor to simple apparatus (bench, hoops)*
- *varies running patterns to cater for sprinting, distance running, side stepping, dodging and defensive marking*
- *combines known movements to create a dance with partner or small group*

Outcomes

Problem Solving Outcomes and Indicators

PSES1.5
Seeks help as needed when faced with simple problems.

- *demonstrates procedures for obtaining information, eg what to do if I miss the bus*
- *asks for help when injured or hurt*
- *identifies who to ask for assistance when using new equipment*
- *follows advice on how to use new equipment*
- *recognises when someone wants assistance and offers this help*
- *accepts being told 'no' when appropriate*

PSS1.5
Draws on past experiences to solve familiar problems.

- *when appropriate, identifies problem situations*
- *follows basic safety procedures*
- *suggests solutions to problems*
- *suggests ways to share play equipment*
- *determines a safe way to travel over fixed equipment*
- *determines the components of a healthy lunch*

PSS2.5
Uses a range of problem-solving strategies.

- *analyses problem situations*
- *identifies ways to improve unsafe environments*
- *performs a simple movement sequence given particular limitations, eg restricted use of space, varied levels and tempo*
- *initiates problem solving on a group or individual basis*
- *uses reach and throw techniques to perform a water rescue*
- *develops a plan to increase shade in the playground*
- *identifies what needs to be done to achieve a goal*
- *identifies ways that drug use can cause harm, eg medication, tobacco, alcohol*

PSS3.5
Suggests, considers and selects appropriate alternatives when resolving problems.

- *selects the most appropriate solution to a given problem*
- *reflects on outcomes of chosen solution*
- *formulates and practises action plans for emergency situations, eg an anaphylactic reaction, lost in bush, a drug-related incident*
- *demonstrates assertive ways to deal with different types of harassment*
- *enlists support of local community bodies, eg write to council for assistance with tree planting*
- *devises a plan for the safest ways to travel to school, shopping centre, local park*
- *surveys students and teachers to develop a healthy canteen menu and analyses results using a spreadsheet*
- *devises a plan for more active use of the playground*
- *devises strategies to reduce the negative impact of alcohol and tobacco on society*

Outcomes

Active Lifestyle Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
ALES1.6 **Develops a repertoire of physical activities in which they can participate.**	**ALS1.6** **Participates in physical activity, recognising that it can be both enjoyable and important for health.**	**ALS2.6** **Discusses the relationship between regular and varied physical activity and health.**	**ALS3.6** **Shows how to maintain and improve the quality of an active lifestyle.**

Early Stage 1	Stage 1	Stage 2	Stage 3
• *takes part in different types of physical activity, eg climbing, jumping, walking, dancing, skipping, running*	• *engages in a range of planned activities, eg fundamental movement skills, favourite simple games, movement exploration*	• *participates in regular physical activity and discusses progress*	• *participates in physical activity programs based on personal goals*
• *makes a personal list of preferred activities*	• *describes places set aside in the community for play and considers how they might use them*	• *keeps a log of activity using a spreadsheet and analyses patterns of participation over time.*	• *compares activities people do to stay fit and why they choose them*
• *explains how physical activities affect the body, eg hot, sweaty, puffed*	• *describes how activity, rest, nutrition and sleep are important for lifestyle balance*	• *identifies factors that influence participation in physical activity*	• *identifies barriers to participation in physical activity and suggests ways to modify or overcome them*
• *describes the things they do to refuel their body, eg rest, relaxation, nutrition*	• *describes their feelings and emotions when trying something new, eg riding a bicycle, entering water, balancing*	• *identifies the activities people participate in to maintain an active lifestyle, eg bushwalking, sports*	• *generates personal goals based on their understanding of what it means to be fit and active*
• *compares the physical activities that they do as a family or group and how these make them feel*	• *identifies physical changes during and after exercise, eg heart racing, breathing quickly, feeling hot*	• *contributes to physical activity programs, eg peer leader/tutor, sharing equipment*	• *devises strategies to achieve personal active lifestyle goals*
	• *contributes to a class list of activities they like or do not like to play*	• *describes links between nutrition, exercise and performance*	• *describes the negative impact of smoking on participation in physical activity*

Outcomes

Dance Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
DAES1.7 **Moves in response to various stimuli.**	**DAS1.7** **Performs simple dance sequences incorporating basic movement skills and patterns.**	**DAS2.7** **Performs familiar movement patterns in a variety of dance situations.**	**DAS3.7** **Performs a range of dance styles and sequences confidently.**

Early Stage 1

- *listens to music and moves body parts to beat*
- *observes and repeats movements that require action of the whole body*
- *plays follow the leader to explore different levels and directions*
- *explores ways the body can move to portray various images, eg animals, nature*
- *moves safely when sharing confined space with others*
- *replicates simple combinations of skills, eg Hokey Pokey, Looby Loo*
- *moves in response to different quality of music, eg loud, strong, soft*

Stage 1

- *follows and repeats simple movement skills and patterns to specific rhythms, eg walk – walk – jump – jump*
- *imitates dance movements used in different cultures*
- *explores rhythmical patterns using different body parts*
- *performs simple dance sequences related to a specific theme, eg machines, magic*
- *shows movements with various parts of the body in response to words, music*
- *performs locomotor skills at different speeds, eg walk fast, slowly, heavily*

Stage 2

- *compares and practises basic movements of dance styles*
- *creates and performs a dance sequence that includes movements from sports, life, culture*
- *varies a simple sequence by applying elements of dance, eg speed, direction*
- *practises and reproduces a simple folk or teacher-devised dance*
- *transfers movement patterns from one dance situation to another, eg adds square dance movements to a bush dance*

Stage 3

- *performs steps and patterns from known dances with increasing skill*
- *modifies dance performance as a result of practice, peer and self assessment*
- *remakes known dances, eg by varying the combinations of movement patterns, the elements of dance or the music*
- *composes own sequences for performance using a variety of stimuli*
- *performs own or set movement sequences with consistency*
- *uses some elements of dance to create movement sequences*
- *interprets the messages communicated in dance performances*

Outcomes

Games and Sports Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3

GSES1.8
Demonstrates fundamental movement skills while playing with and sharing equipment.

- *moves and stops a ball with hands and feet, eg roll, kick and dribble*
- *shows understanding of the language used in games by responding to verbal and nonverbal directions, eg run, hop, roll, chase, bounce, skip, wheel*
- *identifies a variety of games and play equipment*
- *runs, skips and hops with equipment, eg rope, large balls*
- *participates in games where cooperation is important for success*

GSS1.8
Performs fundamental movement skills with equipment in minor games.

- *participates in a range of minor games and practices that assist skill development*
- *throws a small ball or beanbag overarm to a wall, target or partner, using high and low pathways*
- *catches a large ball travelling along the ground or through the air with two hands*
- *continuously bounces a large ball with one hand while moving in different directions*
- *strikes a ball from a tee with a small bat*
- *identifies the most efficient ways of using a variety of games equipment, eg grip, stance, action*

GSS2.8
Participates and uses equipment in a variety of games and modified sports.

- *demonstrates fun ways of practising skills, eg partner, team*
- *describes how cooperation and encouragement lead to success in games*
- *practises and refines movement skills in a variety of games from a range of cultures*
- *demonstrates efficient ways of using equipment while working cooperatively with others*
- *demonstrates a range of skills in practices and modified games, eg throwing and catching in moving and stationary positions, striking or dribbling with hand, foot, stick or bat*
- *explains how their level of skill can influence their participation in movement activities*
- *runs in, skips and runs out of large rope turned by others*
- *explains the correct use of specific sports equipment*

GSS3.8
Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.

- *devises games or refines rules of games that require equipment*
- *participates in games and sports combining strategy, teamwork, movement skill and fair play*
- *analyses a video of a performance and devises practices to improve skill level*
- *describes the roles they play as a team member, eg captain, defence player, goalkeeper, attack player*
- *explains the rationale for particular strategies and rules in individual and team games and sports*
- *negotiates and uses rules and scoring systems and demonstrates basic umpiring skills*
- *combines a series of skills for use in a game, eg run, kick, catch and pass*
- *develops strategies for effective teamwork*
- *identifies people who can help them improve their game and sport skills*

Outcomes

Growth and Development Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3

GDES1.9
Identifies how people grow and change.

- *describes physical changes that have occurred since birth*
- *talks about things they like to do*
- *lists basic human needs, eg clothing, food, shelter, love*
- *labels external body parts and names their functions, eg ears are for hearing*
- *identifies and describes their personal characteristics and abilities*
- *describes nurturing interactions between caregivers and their children*

GDS1.9
Describes the characteristics that make them both similar to others and unique.

- *identifies specific attributes of other students*
- *discusses things they do well, eg games, school work, caring for siblings*
- *recognises and names different types of emotions*
- *locates some important internal body organs and discusses their functions, eg the heart pumps blood*
- *identifies reasons why some individuals require medications, eg diabetes, asthma*
- *demonstrates ways of encouraging and caring for others*

GDS2.9
Describes life changes and associated feelings.

- *explains and values differences in growth and development between individuals at different stages*
- *identifies their own strengths and limitations*
- *values their own unique abilities*
- *identifies feelings associated with life changes, eg grief, loss, family change, new friends*
- *describes how achievements and responsibilities change as people grow older*
- *expresses any fears or concerns about change appropriately*
- *demonstrates sensitivity to the needs, rights, feelings and efforts of others*
- *recalls and reports about some situations, and feelings they experience as a result*
- *identifies situations where expectations can differ according to gender*

GDS3.9
Explains and demonstrates strategies for dealing with life changes.

- *recognises that many changes occur in a predictable sequence*
- *suggests ways of developing new skills and competencies, eg practice, peer tutoring, goal setting, seeking support*
- *devises strategies to cope with life changes, eg puberty, changing friendships, commencing high school*
- *recognises a wide range of influences on personal identity, eg peers, media, cultural beliefs*
- *prepares a multimedia presentation that shows the relationship between functions of the body systems*
- *identifies some language or actions that may constitute harassment*
- *explores how expectations of girls and boys, and of men and women, can influence their choices and options*
- *describes aspects of social and emotional growth and development*

Outcomes

Gymnastics Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
GYES1.10 **Performs basic movement patterns to show actions of the whole body.**	**GYS1.10** **Follows a simple sequence that links basic movement patterns.**	**GYS2.10** **Demonstrates control in performing sequences of introductory gymnastic movements.**	**GYS3.10** **Demonstrates coordinated actions of the body when performing gymnastic sequences.**

Early Stage 1:

- *identifies ways in which their body can travel and form shapes*
- *explores movement patterns using different parts of the body, eg climb on, through and over play equipment; slide along benches; crawl under bars*
- *makes different shapes with the body while in contact with the ground using large bases of support*
- *experiments with different ways of transferring weight from one body part to an adjacent body part*
- *moves in relation to others, personal and imposed space*
- *shows a number of different ways to move to express an idea*

Stage 1:

- *draws on imagination to select movement patterns*
- *takes weight on different parts of the body, using small and large bases of support, eg hands, knees, feet, back, hips*
- *transfers weight using a variety of body shapes and positions*
- *explores ways of travelling along benches using feet, hands and feet, sliding action*
- *performs simple movement sequences involving running, jumping, leaping and landing from and onto one or two feet*
- *performs known patterns with different movement qualities*

Stage 2:

- *identifies ways they can move by using different pathways, levels and directions*
- *practises and reproduces movement sequences and skills that include a starting and finishing position*
- *creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow*
- *demonstrates variations of force and speed in movement, eg slow/ sustained action, fast/ explosive action*
- *takes weight on different body parts to perform a series of static balances demonstrating different shapes, eg tuck sit, front and rear support with stretched, tucked, twisted shapes*
- *identifies aspects of a performance that indicate control*

Stage 3:

- *performs gymnastic skills using correct techniques*
- *performs variations of basic movements, eg roll with straddle*
- *describes how individual and group movements can be linked to form sequences*
- *devises and performs sequences with partners and groups using apparatus and floor*
- *creates a sequence of movements with a clear beginning, middle and end*
- *appraises the quality of movement in order to modify and improve performance*

Outcomes

Interpersonal Relationships Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
IRES1.11 **Identifies how individuals care for each other.**	**IRS1.11** **Identifies the ways in which they communicate, cooperate and care for others.**	**IRS2.11** **Describes how relationships with a range of people enhance wellbeing.**	**IRS3.11** **Describes roles and responsibilities in developing and maintaining positive relationships.**

Early Stage 1

- *identifies people they can trust*
- *talks about their family and who cares for them*
- *recognises the need to share and cooperate with others, eg class, family, friends*
- *demonstrates active listening skills, questioning and recalling of information when interacting with others*
- *demonstrates the skills involved in giving and receiving messages*
- *talks about feelings experienced in particular situations, eg sad, happy, frightened*
- *lists ways of showing kindness to others*

Stage 1

- *explains why different people are important to them*
- *demonstrates ways to help encourage and care for others*
- *describes their families and other groups to which they belong*
- *discusses how they cooperate with others in work and play situations*
- *demonstrates appropriate ways of communicating with others, eg listening, No-Go-Tell, verbal/nonverbal*
- *practises some of the skills involved in maintaining friendships*
- *demonstrates actions they can take when they feel frightened, lost, upset or bullied and identifies who can help them*

Stage 2

- *identifies people from whom they can seek advice and support*
- *recognises that families and groups have both common and different customs, behaviours, values*
- *explains how positive relationships are developed*
- *discusses how trust is developed in relationships*
- *participates in group situations, showing consideration for the needs, rights and feelings of others*
- *demonstrates communication skills that enhance relationships, eg listening, showing care, negotiating, refusing, assertiveness*
- *discusses the benefits of friendships*
- *recognises behaviours that are threatening, such as bullying, being bribed, and identifies people who can help*
- *discusses ways that peers and others can influence decisions about safety and risk*

Stage 3

- *discusses how they relate to people in various contexts*
- *identifies their roles and responsibilities within groups, eg family, friends, team, class*
- *analyses the effects of actions that enhance or disrupt relationships, eg peer influences, drug use, bullying, mediating, active listening, prejudice, violence*
- *practises assertive ways to deal with different types of harassment or coercion, eg pressure to use drugs*
- *demonstrates acceptable ways of resolving conflict*
- *models behaviour that reflects sensitivity to the needs, rights, feelings of others*
- *describes the factors that can influence communication, eg listening, expression, feelings, peer pressure, body language, drug use*
- *develops and maintains a personal network of trusted adults who could provide advice and support*

Outcomes

Personal Health Choices Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
PHES1.12 **Displays basic positive health practices.**	**PHS1.12** **Recognises that positive health choices can promote wellbeing.**	**PHS2.12** **Discusses the factors influencing personal health choices.**	**PHS3.12** **Explains the consequences of personal lifestyle choices.**
• *describes good hygiene practices* • *talks about different foods that keep them healthy* • *discusses rules about sharing foods* • *discusses the safe use and storage of medicines* • *identifies health care workers who can help them, eg doctors, nurses, dentists* • *makes simple choices, eg clothes worn* • *uses draw or paint software to draw healthy foods* • *talks about environmental factors that impact on health, eg play in the shade, place rubbish in bin* • *identifies a range of foodstuffs and groups them according to their sources, eg vegetable, meat, dairy, fruit*	• *describes what people do to stay healthy, eg care of teeth, balanced diet, not smoking* • *recognises that a variety of food is needed for good health* • *identifies appropriate use, administration and storage of different types of medication* • *makes personal health choices and gives reasons for their choices* • *names the people who influence their health decisions* • *identifies environmental factors that impact on health, eg passive smoking, pollution, sun* • *identifies different foods that can keep them healthy*	• *explains the need for good health practices* • *discusses reasons why people use drugs for medical and non-medical purposes* • *identifies major steps involved in making decisions in regard to drug use, eg tobacco and alcohol* • *identifies physical factors that influence lifestyle choices, eg asthma, diabetes, skin type* • *identifies their responsibility to contribute towards a healthy environment* • *discusses food needs for growth and activity* • *identifies foods prepared and enjoyed by particular cultural groups* • *identifies and discusses family practices related to lifestyle that keep them healthy and safe, eg administration and storage of medicines* • *identifies how climatic and cultural influences impact upon people's health choices, eg clothes worn, foods eaten, immunisation*	• *discusses why people use different products* • *analyses personal food intake to identify the balance of choices made* • *identifies the positive and negative effects of various substances on the body, eg sunblock, alcohol, analgesics, tobacco, caffeine* • *identifies the effects of their decisions on themselves, others and the environment, eg smoking, recycling* • *makes judgements on the reliability of information from different sources, eg labels, websites, advertising, cigarette packets* • *researches current global issues affecting the environment using information from the Internet* • *discusses how other people/media influence body image and food intake* • *identifies how and why males and females are targeted in a range of advertisements, eg advertising for alcoholic products* • *describes the factors that influence personal health choices, eg family, friends, religion, culture, environment*

Outcomes

Safe Living Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
SLES1.13 **Demonstrates an emerging awareness of the concepts of safe and unsafe living.**	**SLS1.13** **Recognises that their safety depends on the environ-ment and the behaviour of themselves and others.**	**SLS2.13** **Discusses how safe practices promote personal wellbeing.**	**SLS3.13** **Describes safe practices that are appropriate to a range of situations and environments.**

Early Stage 1 indicators

- *indicates a number of possible actions for safety, eg No-Go-Tell, always holding a grown-up's hand near the road*
- *talks about feeling safe/unsafe*
- *identifies people who keep them safe*
- *describes safe places to play*
- *recalls and uses playground rules*
- *describes dangerous things they can see, reach and touch, eg medicines*

Stage 1 indicators

- *compares the characteristics of places where students feel safe and unsafe*
- *role-plays what to do in an emergency, eg dial 000*
- *identifies things needed to play safely, eg helmets for bike riding, sun screen, taking turns on equipment*
- *describes and practises what is needed to travel safely, eg do not distract the driver, hold an adult's hand when crossing the road*
- *describes dangerous things they can see, reach and touch and ways of dealing with them, eg electrical appliances, poisons, medications*
- *demonstrates actions they can take when they feel unsafe and identifies who can help them*

Stage 2 indicators

- *discusses why substances such as tobacco can be dangerous to the body*
- *recognises behaviours that are risky and identifies people who can help*
- *describes certain behaviours that can create a safe environment for themselves, their school and community, eg wearing a helmet when riding or skating*
- *identifies people from whom they can seek advice and support in emergency situations*
- *explains the need for rules and laws made for the protection of themselves and others*
- *identifies the potential hazards of various appliances in their environment*
- *creates a multi-media safety presentation, eg responsible passenger behaviour, smoke-free areas*
- *explains the need for rules for safe behaviour in familiar settings*
- *compares the characteristics of people and situations that cause students to feel safe and unsafe*
- *recognises how their body reacts and how they might feel in safe and unsafe situations*

Stage 3 indicators

- *demonstrates ways to improve unsafe environments, eg home, school, local parks*
- *practises emergency response procedures, eg basic first aid, dial 000*
- *describes some of the situations where people may have allergic reactions and the signs of an allergic reaction, eg food allergies, bee stings, bluebottle stings*
- *devises strategies to respond to risky and dangerous situations, such as where people may be misusing drugs, discarded needles and syringes*
- *formulates and practises action plans for accident and emergency situations in the home, school and local environment*
- *plans how to take responsibility for their own safety and that of others, eg swim only in safe places, avoid distractions as a road user*
- *identifies factors that may cause injury, eg when a driver is under the influence of alcohol, wearing headphones or using handheld devices as a pedestrian or cyclist*
- *uses safety devices and protective equipment in relevant situations, eg wear seatbelts, helmets*
- *identifies individuals and services in the community that help protect their wellbeing*
- *describes the consequences of accidents for the individual and the community*

Outcomes

Content

Overview of Content

Overview of Subject Matter K–6

It is a requirement that school programs incorporate the skills of communicating, decision making, interacting, moving and problem solving. It is also important that all strands be addressed in each of the stages of primary schooling. It is expected that over Years K–6 all of the following subject matter will be addressed.

Active Lifestyle

Components of an Active Lifestyle
- balancing lifestyle components for optimal health
- benefits of lifestyle balance
  – physical, social, emotional
- use of leisure time
  – active, passive pursuits
- importance of adequate rest, nutrition
- regular participation in daily activity

Ways to be Active
- safe stretching and warm-up techniques
- skill development activities
- skill practice in minor games
- minor games, dance and movement with high level of participation
  – circuits
  – fun runs
  – aerobics
  – obstacle courses
  – partner activities
  – relays
  – power walking
- organised and non-organised recreational pastimes that promote physical activity

Effects of Physical Activity
- effects on the body
- feelings about being active
  – challenge, satisfaction, enjoyment, achievement
  – preferences
  – influences

Dance

Non-locomotor Skills
- swaying
- swinging
- twisting
- turning
- moving isolated parts of the body
  – hand/foot gestures

Locomotor Skills
- walking
- running
- galloping
- hopping
- sliding
- skipping
- marching
- step patterns
- jumping and leaping

Elements of Dance
- dynamics
  – firm/light
  – directly to
- time and rhythm
- space
  – directions
  – pathways
- relationships
  – individual
  – group
  – objects

Composition
- structure
  – contrasting movement patterns
- transitions
  – beginning, middle, end
- sequences
  – creating
  – reproducing
- simple compositional techniques

Dance Styles
- experience in a range of dance styles, eg
  – folk dance
  – social dance
  – creative dance
  – bush dance
  – modern
  – contemporary dance styles
  – Aboriginal
  – Afro–Caribbean

Games and Sports

Non-locomotor Skills
- stretching/bending/ twisting
- pivoting
- feinting
- swinging
- balancing

Locomotor Skills
- running/sprinting
- dodging
- jumping/landing

Manipulative Skills
- rolling
- stopping
- throwing
- catching
- pat bouncing
- dribbling
  – hand, foot, stick
- striking
- kicking
- trapping (stopping)

Games
- minor games
  – imaginative games
  – running games
  – simple ball games
  – relays
- modified games
  – lead-up games
  – Aussie Sports
- major games
  – individual games
  – team games

Aquatics
- water skills

Athletics
- track and field events

Playing the Game
- safety considerations
- benefits of participation
- influences on choice of activity
- teamwork/cooperation
- roles and responsibilities
- effort and practice
- competition
- fair play
- rules and tactics
- refereeing/umpiring

Growth & Development

Personal Identity
- similarities and differences
- strengths
- feelings
- influences on self-esteem
- body image
- setting relevant goals for addressing problems
- gender images and expectations
- respecting others' ideas and opinions

The Body
- body parts/systems/ functions
- senses
- caring for the body
- effects of illness/disease
- heredity

Human Sexuality
- reproduction
- puberty
- menstruation
- sexual identity
- STDs, HIV/AIDS, blood-borne viruses

Changes
- appearance
- identifying changes over time
- effects of life changes
- physical/social/ emotional changes
- response to change
- changing friendships/ relationships/feelings/ environments/needs
- grief/loss
- stress
- coping with change

Values
- personal/family/school/ community/cultural
- importance of values
- respecting different values
- rights and responsibilities
- uniqueness of self
- identity
- development
- goals
- challenging discrimination and harassment

Gymnastics

Non-locomotor Skills
- bending
- twisting
- stretching
- turning
- curling
- rocking
- static
  - balance
- laterality
  - moving right and left body parts
- handstand

Locomotor Skills
- running/walking
- hopping/skipping
- galloping
- jumping/landing
  - mounting, dismounting (bench, box)
- travelling on different body parts
  - cartwheels
- rolling
- climbing, hanging and swinging

Elements of Movement
- spatial awareness
  - position
  - levels
  - directions
  - pathways
  - floor, air
  - shape
- dynamics
  - interplay of force and time
- relationships
  - with other people
  - with apparatus

Composition
- simple combinations of locomotor and non-locomotor activities

Interpersonal Relationships

Relationships
- recognising individual needs
- caring
- trust
- bullying, harassment
- fairness
- positive relationships
- types of abuse
- effects of abuse
- different kinds of relationships
- recognising and accepting differences
- support networks
- forms of discrimination
- anti-discrimination legislation

Communication
- active listening skills
- communicating needs and wants
- recognising and articulating feelings
- understanding feelings of others
- appropriate expression of feelings
- expressing concerns
- showing concerns for others
- communication in group situations
- assertiveness
- managing conflict situations/negotiation
- self-control

Families
- types of families
- family changes
- parenting
- roles, rights and responsibilities

Peers
- making and maintaining friendships
- peer influence
- rights and responsibilities
- acting on concern for others

Groups
- types of groups
- group membership
- roles, rights and responsibilities
- cooperation and sharing
- interacting with adults

Personal Health Choices

Making Decisions
- decision-making process
- influences on decision making
  - family/peers
  - other significant people
  - media
  - feelings and needs of others
- taking responsibility for one's own decisions
- supporting others in their decision making
- evaluating decisions

Nutrition
- balanced eating habits
- special needs
  - illness, eg diabetes, heart disease
  - cultural, eg festivals
- fast food: a health choice
- digestive system

Health Services and Products
- health information and services
- influences of media
- traditional and alternative health products

Drug Use
- identifying drugs
  - appropriate use
- labelling of drugs
- drugs in everyday lives
- administration and storage of drugs
- caffeine
  - effects on body
- tobacco
  - effects on body
  - passive smoking
- alcohol
  - effects on body
- media and drugs

Environmental Health
- effects of pollution
- passive smoking
- individual/group/global responsibility
- recycling
- environmentally friendly products

Preventive Measures
- sun protection
- disease prevention
- communicable diseases
  - immunisation
  - blood-borne viruses, HIV/AIDS
- heart disease
  - nutrition, physical activity
- personal hygiene
  - dental care
- choice of health care products

Safe Living

Personal Safety
- protection
- warning signals
- identifying safe/unsafe situations
- organisations and networks
  - people who can help
- assertiveness (No-Go-Tell)
- influences on safety choices
- responding to unsafe situations
- reducing/eliminating risks
- secrets
- bribes/threats

Home and Rural Safety
- safe and unsafe places
- using machines/appliances/substances
- safety near animals
- responsibility for younger children

School and Play Safety
- need for safety rules in and around school
- safe play
- safety awareness

Road Safety
- pedestrian safety
  - being safe in the traffic environment
  - safe crossing procedure
  - awareness of distractions
- passenger safety
  - responsibility as a passenger
  - use of restraints
  - safe passenger behaviour
- safety on wheels
  - safe places to ride
  - safety equipment
  - practical cycling skills
  - removing distractions when riding

Water Safety
- water environment
- safe places to swim
- safety equipment
- safety skills

Emergency Procedures
- recognising an injury/seeking assistance
- contacting emergency services
- basic first aid
  - resuscitation procedures

Content

Overview of Subject Matter Early Stage 1

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K–6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle

Components of an Active Lifestyle
- concept of being physically active
- importance of a balanced lifestyle
  - rest, relaxation
  - active and passive pursuits
  - nutrition
- regular participation in activity

Ways to be Active
- developing skills for participation in basic games and activities
- applying movement skills in fun games and activities
  - obstacle courses
  - ball games
- participating in active recreational pastimes

Effects of Physical Activity
- effects on the body
  - immediate
- feelings about being active before, during and after participation
- benefits of participation
- nominating favourite activities

Dance

Non-locomotor Skills
- bending
- curling
- twisting
- stretching
- turning
- rocking
- wriggling
- moving isolated parts of the body

Locomotor Skills
- walking
- running
- galloping
- sliding
- hopping
- step hop/skipping
- creeping
- crawling

Elements of Dance
- dynamics
  - smooth/jerky
  - light/heavy/strong
- time and rhythm
  - fast/slow
  - even beat
- space
  - high/low
  - position
  - direction
  - size/shape
- relationships
  - partners
  - group
  - objects
  - music

Composition
- sequencing locomotor movements
- sequencing non-locomotor movements

Dance Styles
- singing games
- creative dance
  - responding to a variety of stimuli

Games and Sports

Non-locomotor Skills
- stretching/bending/ twisting
- swinging body parts
- balancing

Locomotor Skills
- walking, running
- jumping/landing
- hopping/skipping
- side sliding

Manipulative Skills
- rolling/stopping an object
- throwing
- catching
  - large objects
- bouncing
  - one hand, two hands
- bouncing and catching a large ball
- striking/hitting
  - a stationary object
  - one hand, two hands
- kicking
  - stationary object
  - target, distance

Games
- spatial awareness
  - directions, pathways
  - boundaries, levels
- minor games
  - imaginative games
  - miming/imitating
  - running/chasing games
  - circle games
  - simple ball games
  - cooperation games
  - parachute games

Athletics
- running
  - in a straight line, novelty races, shuttle relays
- jumping
  - with a safe landing
  - from one foot to two feet
  - for distance and height
- throwing
  - underarm, chest pass
  - slinging

Aquatics
- water familiarisation
  - buoyancy, water safety
  - survival skills

Playing the Game
- safety
- fair play
- cooperation
- formations
  - lines, circles, pairs, groups
- signals, eg whistle

Growth & Development

Personal Identity
- similarities and differences
  - appearance
  - experiences
  - abilities

The Body
- body parts
  - external
- senses
  - sight, sound, taste, hearing, touch
- basic needs
  - shelter, clothing, food
- looking after the body

Changes
- changes in appearance and abilities
  - since birth

Values
- likes/dislikes
- accepting uniqueness
- accepting difference
- caring relationships

Gymnastics

Non-locomotor Skills
- bending
- twisting
- stretching
- turning
- curling
- rocking
- static balance on large body parts
- laterality
  – moving right and left body parts

Locomotor Skills
- step patterns
  – walking
  – running
  – hopping
  – skipping
  – galloping
  – jumping/landing
  – 2 feet to 2 feet
- travelling on different body parts
- rolling
  – log/pencil
  – egg roll
- climbing and hanging
  – climbing on play equipment
  – grips

Elements of Movement
- spatial awareness
  – position: near, far, in front of/behind, opposite
  – focus: facing forwards, sideways, upwards, downwards
  – boundaries: moving within an area
  – levels: high, low, medium
  – directions: upwards, backwards, sideways, forwards
  – formation: lines
- dynamics
  – soft, hard
- time and rhythm
  – slow, fast
- relationships
  – partners, small teams
  – using a variety of surfaces, eg mats, floor, equipment

Composition
- simple locomotor games/relays
  – simple rules
  – formations

Interpersonal Relationships

Relationships
- expression of feelings
- caring for others
- permission and choices
- trust
- positive relationships
- liking and loving
- special people/things
- rules in relationships
- people to go to for help

Communication
- expressing needs, wants and feelings
- verbal and nonverbal
- giving and receiving messages
- active listening skills
- persistence
- self-control
- seeking help
- giving help
- asking questions
- recalling information

Families
- family roles
- rights and responsibilities
- family activities

Peers
- making and keeping friends

Groups
- working and playing with others
- sharing and helping

Personal Health Choices

Making Decisions
- awareness of choices
- making choices
- possible solutions to a problem
- effects of actions

Nutrition
- balanced eating habits
- food choices for good health

Health Services and Products
- people who keep me healthy
  – home
  – community

Drug Use
- administration of medicines
- identifying medicines
- safe use of medicines
- safe storage

Environmental Health
- effects of pollution
  – school/home
- recycling

Preventive Measures
- sun protection
- disease prevention
  – immunisation
- care of the body
  – toileting/washing
  – clothing
  – dental care
  – ear care
  – hair care

Safe Living

Personal Safety
- protection
- warning signals
- safe/unsafe situations
- touching
- people who can help
- Safety Houses
- assertiveness (No-Go-Tell)
- telling (persistence)
- responding to unsafe situations

Home and Rural Safety
- hazards inside/outside home
  – poisons/fuels/guns
- keeping safe around machines/appliances/animals
- toys and games

School and Play Safety
- appropriate behaviour in and around buildings/playground/equipment
- rules for safe play at home and at school
- sharing, taking turns, getting on with others

Road Safety
- pedestrian safety
  – hold an adult's hand
- passenger safety
  – use of seatbelts and safety restraints
  – safe entry and exit from a vehicle
- safety on wheels
  – safe places to play on wheels

Water Safety
- never swim alone
- water safety awareness

Emergency Procedures
- seeking assistance
- identifying an emergency situation

Content

Overview of Subject Matter Stage 1

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K–6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle

Components of an Active Lifestyle
- concept of being physically active
- importance of a balanced lifestyle
  – rest, relaxation
  – active and passive pursuits
  – leisure
  – nutrition
  – regular participation in activity

Ways to be Active
- stretching parts of the body before and after activity
- developing skills for participation in games and activities
- moderate to vigorous games, dance and gymnastics with high level of participation
  – obstacle courses
  – circuits
  – partner activities
  – relays
- participating in recreational activities that encourage physical activity

Effects of Physical Activity
- effects on the body
  – immediate, long term
- feelings about being active before, during, after
- benefits of participation
  – enjoyment, friendship
- recording activity levels
  – activities I participate in regularly
  – activities I would like to learn

Dance

Non-locomotor Skills
- swaying
- swinging
- twisting
- turning
- moving isolated parts of the body
  – hand/foot gestures

Locomotor Skills
- walking
- running
- galloping
- hopping
- sliding
- skipping
- step hop
- marching
- step tap
- jumping and leaping

Elements of Dance
- dynamics
  – flowing
  – sharply
- time and rhythm
  – simple rhythmic patterns, ie even, uneven beat
- space
  – changing levels
  – pathways
  – size/shape
- relationships
  – individual
  – group
  – objects

Composition
- structure
  – improvisation
  – repetition of movement patterns
- simple combinations of locomotor and non-locomotor movements

Dance Styles
- simple folk dance
- creative dance
  – responding to a variety of stimuli

Games and Sports

Non-locomotor Skills
- stretching/bending/twisting
  – whole body
  – body parts
  – swinging body parts
- balancing

Locomotor Skills
- walking
  – running/jogging
  – jumping/leaping
  – skipping with ropes

Manipulative Skills
- rolling/stopping small objects
- throwing
  – underarm, overarm, chest, bounce pass
- catching
  – different-sized objects
  – different heights
  – two hands
- bouncing/dribbling
  – continuous with large ball, one hand
  – alternate hands
- striking/hitting
  – one hand, two hands
  – a stationary object: different-sized bats
- kicking
  – stationary, bootlace
  – inside/outside of foot
- trapping
  – using feet

Games
- spatial awareness
  – changing levels
- minor games
  – imaginative games
  – running, cooperation, parachute and simple ball games

Athletics
- running
  – standing start, sprinting
  – distance shuttle relay
- jumping
  – long jump with run up
  – scissor jump for height
- throwing
  – push a shot
  – sling a hoop or quoit

Aquatics
- water confidence
- mobility
- water safety
  – survival skills

Playing the Game
- safety in play
- fair play
- benefits of play
- cooperation
- effort and practice

Growth & Development

Personal Identity
- attributes of self and others
- experiences
- abilities
- feelings
- wants
- needs
- range of emotions

The Body
- body parts
  – internal, external
  – private, non-private
- body systems
  – skeletal
- senses
  – sensory systems
- body care and maintenance
- basic needs

Changes
- body appearance
- physical activity
  – developmental ability
  – types and range of activities
- feelings about change

Values
- individual/group
- personal rights and responsibilities
- caring relationships

Content

Gymnastics

Non-locomotor Skills
- bending
- twisting
- stretching
- turning
- curling
- rocking
- static
  - balance on small body parts
- laterality
  - moving right and left body parts

Locomotor Skills
- running/walking
- hopping/skipping
- galloping
- jumping/landing
  - 2 feet to 2 feet
- travelling on different body parts, large and small
  - sliding
- rolling
  - log/pencil
  - egg roll
- climbing and hanging
  - on frames
  - grips

Elements of Movement
- spatial awareness
  - position
  - levels
  - directions
  - shape
- dynamics
  - soft, hard
- time and rhythm
  - slow, fast
- relationships
  - partner, team, group
  - with simple apparatus

Composition
- simple combinations of locomotor activities
- simple non-locomotor combinations of activities

Interpersonal Relationships

Relationships
- recognising individual needs
- caring
- privacy
- bullying
- permission and choices
- positive relationships
- liking and loving
- different kinds of relationships
- special people/things
- rules in relationships
- people to go to for help

Communication
- expressing needs, wants and feelings
- verbal and nonverbal
- assertiveness
- giving and receiving messages
- active listening skills
- self-control
- identifying feelings of others
- understanding feelings of others
- positive self-talk
- encouraging others
- showing concern for others
- expressing concerns
- seeking help

Families
- family roles
- rights and responsibilities
- family activities

Peers
- making and keeping friends
- qualities of friends
- sharing
- cooperating

Groups
- types of groups
- working with others
- sharing and helping
- interacting with adults

Personal Health Choices

Making Decisions
- identifying choices
- making choices
- influences on decisions
- reasons for choices/decisions
- effects of actions
- possible solutions

Nutrition
- food groups
- balanced eating habits
- food choices for good health

Health Services and Products
- people who keep me healthy
  - home
  - community
- products that keep me healthy

Drug Use
- purpose of medication
- safe use of medication
- administration of medicines
- safe storage of medicines

Environmental Health
- effects of pollution
  - school/home
  - water/air/land
- recycling
- environmentally friendly products

Preventive Measures
- sun protection
- disease prevention
  - immunisation
- protective clothing and equipment
- personal hygiene
  - cleanliness
  - clothing
  - hair care
  - dental care
  - ears and nose

Safe Living

Personal Safety
- protection
- warning signals
- safe/unsafe situations
- kinds of touch
- people who can help
- Safety Houses
- assertiveness (No-Go-Tell)
- secrets
- telling (persistence)
- responding to unsafe situations

Home and Rural Safety
- hazards inside/outside home: poisons/fuels/guns
- keeping safe around machines/appliances/animals
- safe handling of substances/animals
- toys and games
- recreation activities

School and Play Safety
- appropriate behaviour in and around buildings/playground/equipment
- rules and fair play at school and at home

Road Safety
- pedestrian safety
  - places to cross safely
  - safe crossing procedures
  - types of distractions
- passenger safety
  - use of a seatbelt
  - safe passenger behaviour
  - safe entry and exit from a vehicle
- safety on wheels
  - wear a helmet

Water Safety
- safe places to swim and play near water
- survival strategies

Emergency Procedures
- what to do in the event of an emergency

Content

Overview of Subject Matter Stage 2

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K–6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle

Components of an Active Lifestyle
- balancing lifestyle components for optimal health
- benefits of lifestyle balance
  – physical, social, emotional
- use of leisure time
  – active, passive pursuits
- importance of adequate rest, nutrition
- regular participation in daily activity

Ways to be Active
- safe stretching techniques
- skill development activities
- skill practice in minor games
- minor games, dance and movement with high level of participation
  – circuits
  – fun runs
  – aerobics
  – obstacle courses
  – partner activities
  – relays
  – power walking
- organised and non-organised recreational pastimes that promote physical activity

Effects of Physical Activity
- effects on the body
  – immediate, long term
  – body temperature
  – breathing rates
  – strength
  – flexibility
  – cardiovascular endurance
- recording accumulated activity
- feelings about being active
  – challenge, satisfaction, enjoyment, achievement
  – preferences
  – influences

Dance

Non-locomotor Skills
- swerving
- shaking

Locomotor Skills
- step patterns
  – chassé
  – skipping
  – two step
  – schottische
  – hop-point

Elements of Dance
- dynamics
  – firmly/lightly
- time and rhythm
  – metre
- space
  – directions
  – combinations of pathways
- relationships
  – individual
  – group
  – objects

Composition
- structure
  – contrasting movement patterns
- transitions
  – beginning, middle, end
- sequences
  – creating
  – reproducing
- simple compositional techniques
  – unison, canon

Dance Styles
- folk dance
- social dance
- creative dance
- bush dance

Games and Sports

Non-locomotor Skills
- stretch/bend/twist
- pivoting
- dodging (body lean)
- swinging
- balancing

Locomotor Skills
- running/sprinting
- dodging
  – side stepping
- jumping/landing

Manipulative Skills
- throwing
  – overarm, chest pass, shoulder pass
  – 2 hand overhead pass
  – goal shooting
  – bowling/pitching
- fielding/catching
  – one hand, two hands
  – glove/mitt
  – high/low
- dribbling
  – pat bouncing
  – feet/stick
  – change direction:
- striking/hitting
  – one hand, two hands
  – drive/sidearm hit/volley
  – push/bunt
- kicking
  – stationary/rolling ball
  – different-shaped balls
- trapping/passing

Games
- spatial awareness
  – creating space
  – positional awareness
- minor games
  – chasing games
  – ball games/relays
  – territorial games
  – modified games

Athletics
- running
  – standing start
  – sprint, middle distance/cross-country
  – circular relay
- jumping
  – high jump (scissors)
  – long jump
- throwing
  – shotput
  – roll/sling a discus

Aquatics
- floating/movement skills
- basic swimming strokes
- water safety/rescue skills

Playing the Game
- safety considerations
- fair play
- teamwork
- benefits of and influences on participation
- roles/responsibilities
- effort and practice
- competition
- rules/tactics/strategies

Growth & Development

Personal Identity
- recognising strengths and limitations
  – developing strengths
  – setting goals
- recognising attributes of self and others
- confronting problems
- feelings about self
- positive self-talk
- gender images and expectations

The Body
- systems
  – functions
- appropriate/inappropriate touch
- rates and stages of growth and development
- heredity

Human Sexuality
- male/female characteristics
- changes related to puberty

Changes
- physical body changes
  – feelings about changes
- changing friendships and relationships

Values
- definition of values
  – personal values
  – school values
  – family and cultural values
- rights and responsibilities
  – self
  – others
- uniqueness of self
  – identity
  – development
- challenging discrimination

Content

Gymnastics

Non-locomotor Skills
- refine non-locomotor skills
- static
  – balance
  – pairs, groups
  – counterbalance

Locomotor Skills
- refine and practise locomotor skills
- jumping/landing
  – mounting, dismounting (bench, box)
- travelling on different body parts
  – cartwheels
- rolling
  – forward roll (incline)
  – backward roll (incline)
  – side roll
- climbing and hanging
  – climbing frames
  – grips

Elements of Movement
- spatial awareness
  – position
  – levels
  – directions
  – pathways
- dynamics
  – interplay of force and time
  – resilience
- relationships
  – with other people, pairs, groups
  – matching, mirroring, contrasting
  – counterbalancing
  – with apparatus

Composition
- simple combinations of locomotor and non-locomotor activities

Interpersonal Relationships

Relationships
- recognising individual needs
- caring
- trust
- bullying
- fairness
- positive relationships
- types of abuse
- effects of abuse
- different kinds of relationships
- recognising and accepting differences
- support networks
- forms of discrimination

Communication
- active listening skills
- appropriate expression of feelings
- communicating feelings and needs
- communication in group situations
- assertiveness
- managing conflict situations
- encouraging others
- understanding feelings of others
- expressing a complaint or problem

Families
- types of families
- family changes
- parenting
- roles, rights and responsibilities

Peers
- making and maintaining friendships
- peer influence
- rights and responsibilities

Groups
- types of groups
- group membership
- roles, rights and responsibilities
- cooperation and sharing

Personal Health Choices

Making Decisions
- analysis of problems
- decision-making process
- influences on decision making
  – family/peers
  – other significant people, media
  – feelings and needs of others
- taking responsibility for one's own decisions
- risk-taking and decisions

Nutrition
- balanced eating habits
- special needs
  – illness, eg diabetes, heart disease
  – cultural, eg festivals
- fast food: a health choice
- digestive system

Health Services and Products
- health information and services
- influences of media

Drug Use
- identifying drugs
  – appropriate use
- administration and storage of medicines
- tobacco
  – effects on the body
  – effects of passive smoking
- alcohol
  – effects on the body
- labelling of drugs

Environmental Health
- effects of pollution
- individual/group responsibility
- recycling
- environmentally friendly products

Preventive Measures
- sun protection
- disease prevention
- communicable diseases
  – immunisation
- heart disease
  – nutrition, physical activity
- personal hygiene
  – dental care
- choice of health care products

Safe Living

Personal Safety
- protection
- warning signals
- safe/unsafe situations
- organisations and networks
  – people who can help
- assertiveness (No-Go-Tell)
- influences on safety choices
- identifying and responding to unsafe situations
- reducing/eliminating risks
- secrets
- bribes and threats

Home and Rural Safety
- safe and unsafe places
- safety with machines/appliances/animals/substances
- responsibility for younger students

School and Play Safety
- need for safety rules around school/playground
- modelling fair and safe behaviour

Road Safety
- pedestrian safety
  – safe crossing procedures
  – using traffic facilities
  – identifying distractions
- passenger safety
  – safe passenger behaviour
  – minimising distractions for the driver
- safety on wheels
  – safe places to ride
  – safety equipment

Water Safety
- water rescue skills
- safety skills
  – water entry and exit

Emergency Procedures
- recognising an injury/seeking assistance
- contacting emergency services

Content

Overview of Subject Matter Stage 3

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K–6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle

Components of an Active Lifestyle
- use of leisure time
  – balance of active/ passive pursuits
  – adequate rest
  – enjoyment
- community contacts for outside school interests
- lifestyle risk factors
  – exercise, nutrition, smoking
- disease prevention
- accumulated activity

Ways to be Active
- developing behavioural skills, eg self-motivation, goal setting, monitoring progress
- stretching muscle groups
- skills practice activities
- moderate to vigorous activities
  – skipping games
  – tag games
  – circuits
  – fun runs
  – aerobics
  – obstacle courses
  – relays
  – power walking
  – ball games

Effects of Physical Activity
- effects of physical activity on the body
  – immediate, long term
  – strength
  – flexibility
  – cardiovascular endurance
  – muscular strength
  – muscular endurance
  – balance
  – speed
- monitoring personal fitness and activity progress

Dance

Non-locomotor Skills
  – dance holds
  – safe dance posture

Locomotor Skills
- step patterns
  – grapevine
  – waltz
  – polka
  – triplets
  – jive

Elements of Dance
- dynamics
- time and rhythm
  – contrasting use of tempo
  – gradual/sudden speed change
- space
  – dance figures
  – explore symmetrical and asymmetrical body shapes
- relationships
  – individual and partner
  – group formations
  – objects

Composition
- structure
  – contrasting movement patterns
- using stimulus accompaniment
  – story, music, poem

Dance Styles
- folk dance
- social dance
- indigenous dance
  – Aboriginal
  – Afro–Caribbean
- modern
- contemporary popular dance

Games and Sports

Non-locomotor Skills
- stretching/bending/ twisting/pivoting/ swinging/balancing

Locomotor Skills
- running variations
  – accelerate, decelerate
  – stop, start
- dodging
- base running

Manipulative Skills
- throwing
  – for distance/accuracy
  – pitch/bowl/lob
  – underarm/overarm/chest
- catching/fielding
  – using equipment
  – attacking/defensive
- dribbling
  – changing speed
  – hand/feet/stick
- striking/hitting
  – one hand, two hands
  – distance and accuracy
  – tackling/heading
- kicking
  – distance and accuracy
  – punt, drop, chip, goal
- trapping/passing
  – using body parts
  – stick

Games
- spatial awareness
  – tactics/strategies
  – team positions
  – trajectory
- minor games
  – territorial games
  – ball games
  – tag games
  – relays
- modified games
- major games

Athletics
- running
  – sprinting, crouch start
  – middle distance and cross-country
  – circular relay
- jumping
  – high jump, long jump
- throwing
  – shotput, discus

Aquatics
- stroke development
- diving
- water safety
- emergency procedures

Playing the Game
- teamwork
- safety considerations
- benefits and influences on participation
- effort and practice
- competition
- fair play
- rules/tactics/strategies
- refereeing/umpiring

Growth & Development

Personal Identity
- influences on self-esteem and behaviour
  – family, friends, community
  – personal abilities
  – body changes
  – increased responsibility
  – changing needs and requirements
  – media and culture
- developing and maintaining a positive self-concept
- setting goals
- influences of media and culture
  – body image
- feelings
  – about self and others
- gender images and expectations

The Body
- appropriate/inappropriate touching
- body systems
  – functions
  – interrelationships
- effects of nutrition, activity

Human Sexuality
- changes at puberty
  – menstruation
- reproductive process
- responsibility in sexual relationships
  – emotional readiness

Changes
- identify changes
  – physical, social and emotional
- methods of coping with change
  – activity, relaxation, stress management
- grief and loss
  – dealing with emotions

Values
- importance of values
- influences on personal values
- developing a code of behaviour
- uniqueness of self
  – identity
  – development
  – goals
- challenging discrimination

Gymnastics

Non-locomotor Skills
- consolidate and practise non-locomotor skills
- static
  – balance (refining)
  – partner balance
  – counterbalance
  – handstand

Locomotor Skills
- consolidate and practise locomotor skills
- jumping/landing
  – mounting, dismounting
  – tucks
- travelling on different body parts
  – cartwheels
- rolling
  – forward roll (incline)
  – forward roll (flat mat)
  – backward roll (incline)
  – backward roll (flat mat)
  – side roll
- climbing and hanging
  – climbing frames
  – bars
  – rope ladder
  – climbing ropes

Elements of Movement
- spatial awareness
  – position
  – precision/accuracy
  – shape
- dynamics
  – interplay of force and time
  – acceleration, deceleration
- relationships
  – with other people, pairs, trios, groups
  – matching, mirroring, contrasting
  – counterbalancing
  – with apparatus

Composition
- combinations of locomotor and non-locomotor activities

Interpersonal Relationships

Relationships
- personal rights
- rights and responsibilities
- sources of power
- coercion
- harassment
- types of abuse
- effects of abuse
- solving problems
- importance of positive relationships
- relating to people
- changing networks
- strengthening networks
- challenging discrimination
  – racism, sexism, homophobia
- anti-discrimination legislation

Communication
- appropriate expression of feelings
- empathising
- assertiveness
- 'I' messages
- listening skills
- barriers to communication
- conflict resolution/ negotiation
- supporting others
- recognising and articulating feelings
- presenting a viewpoint

Families
- parental responsibilities and rights
- sibling dependence
- mutual dependence, rights and responsibilities

Peers
- developing and maintaining friendships and working relationships
- rights and responsibilities
- overcoming peer influence
- positive peer influence
- acting on concerns for others

Groups
- changing groups
- peer support
- roles and responsibilities

Personal Health Choices

Making Decisions
- decision-making process
- influences on decision making
  – family/peers
  – other significant people
  – media
  – feelings and needs of others
- considering the effect of decisions on others
- supporting others in their decision making
- making health decisions
- risk-taking and decisions
- evaluating decisions

Nutrition
- nutritional needs across lifespan
- energy intake/energy expenditure
- variety of food choices
- food preparation, storage
- special needs/considerations
- salt/sugar intake
- saturated fats

Health Services and Products
- health information and services
- influence of media
- traditional and alternative health products and services

Drug Use
- definition, legal and illegal
- appropriate use, administration and storage of medicines
- effects of drugs
  – caffeine
  – alcohol
  – tobacco
- media and drugs
- effects of drug use for the community
- labelling of drugs

Environmental Health
- energy conservation
- global pollution
- recycling
- environmentally friendly products
- planting programs

Preventive Measures
- sun protection
- disease prevention
  – communicable diseases
  – immunisation
  – sexually transmitted diseases
  – blood-borne viruses, HIV/AIDS
  – hereditary diseases
  – lifestyle diseases, eg development of heart disease

Safe Living

Personal Safety
- protection
- warning signs and signals
- identifying risk situations, people and places
- reacting to unsafe situations
- assertiveness
- rights and responsibilities
- maintaining/extending networks
- responding to risk situations
- bribes, threats
- safety plans

Home and Rural Safety
- safety with machines, appliances, animals and substances
- reducing and eliminating hazards
- promoting safety awareness
- responsibility for self and others
- bribes, threats
- safety plans

School and Play Safety
- minimising hazards around the school/playground
- modelling fair and safe behaviour
- promoting safety awareness at school and in play situations

Road Safety
- pedestrian safety
  – rights and responsibilities of a pedestrian
  – safe practices near buses
  – minimising and removing distractions
- passenger safety
  – responsibility as a passenger
  – minimising distractions for the driver
- safety on wheels
  – using bicycles, skateboards and rollerblades safely
  – removing distractions when riding
  – safety equipment

Water Safety
- in different water environments
- survival swimming skills

Emergency Procedures
- basic first aid — DRSABCD
- contacting emergency services

Content

Content Overview: Beyond Stage 3

Students will be provided with opportunities to:

Active Lifestyle

■ Plan and undertake programs that prepare the body for specific events.

■ Research various techniques for the development of physical capacities, eg flexibility, strength.

Dance

■ Observe a video of personal performances to analyse and modify compositions.

■ Compose and teach sequences for a group performance.

Games and Sports

■ Adopt the role of peer coach or referee in games.

■ Develop and undertake a program for developing specific games skills.

Growth & Development

■ Research a range of stress management strategies.

Gymnastics

■ Participate in introductory Olympic gymnastics experiences.

Interpersonal Relationships

■ Develop and apply skills of mediation to resolving peer issues.

■ Choose one aspect of discrimination and compile a multimedia file on anti-discrimination issues.

Personal Health Choices

■ Investigate a local environmental health issue — for example, passive smoking and smoke-free environments — and design a set of recommendations for personal and community action.

■ Review the portrayal of alcohol in popular television series.

Safe Living

■ Complete a lifesaving award.

■ Use creative thinking skills to appraise local traffic conditions.

Communicating

■ Prepare articles for student newsletters advocating better health practices and policies.

■ Model reflective listening in order to clarify opinions held by different parties.

Decision Making

■ Explore and debunk common myths that influence health decisions.

■ Participate in collaborative decision-making processes in order to affect health action in the school and community.

Interacting

■ Adopt collaborative leadership roles in order to accomplish group goals.

■ Show empathy and support for peers who are experiencing personal difficulties.

Moving

■ Show mastery of fundamental movement skills in increasingly competitive or complex movement contexts.

Problem Solving

■ Resolve a range of simulated personal development and health scenarios relating to issues that typically confront teenagers.

■ Use strategies such as a SWOT analysis (strengths, weaknesses, opportunities, threats) in order to analyse problems.

Implications for Teaching and Learning in PDHPE

Allocating Time to PDHPE

The Board of Studies does not prescribe time allocations to primary syllabuses. Schools, however, should consider a number of factors when planning time for PDHPE programs:

■   Time should be allocated to adequately address all PDHPE syllabus outcomes. Components of the program concerned with assisting students to act in an informed and responsible way in complex social situations require systematic and explicit teaching in a carefully sequenced program. Drug education and child protection components, for example, will only be effective if adequate time is provided in each stage to develop and practise the skills necessary for students to be able to act in their own best interests in situations where they may be at risk of harm.

■   The primary years are an important time for the development of fundamental movement skills. A failure to gain these skills in primary years creates a barrier to ongoing physical activity in adolescence and adulthood. If not developed at this time they are seldom learnt in later life.

■   To support health, children must be active for a minimum of 30 minutes per day. In order to reinforce the importance of this as a lifestyle issue, schools need to make a significant contribution towards this goal.

Safety and Physical Activity

The syllabus promotes safe participation in physical activity. To minimise the risk of injury, children should be exposed to a developmentally appropriate sequence of learning experiences. Students should be given adequate instruction and practice before participating in activities that have an element of risk. Warm-up and warm-down routines should be taught and incorporated in every movement lesson. Dangerous exercises should be avoided, including those that place excessive strain on the body. The learning environment needs to promote safety, with facilities and equipment well maintained. Teachers should be aware of the special medical needs of students in their class and how to manage these situations. (For further information see 'Safety and Physical Activity' on page 41 of the *PDHPE K–6 Modules*.)

Sensitive Issues

The syllabus includes a number of issues that may be considered as sensitive in nature, eg sexuality, drug education, child protection education. The syllabus advocates an approach that supports the ethos of the school and its community. This requires:

■   the management of issues in the context of a comprehensive PDHPE program;

■   complying with related school and systems policies;

■   involving parent and community participation;

■   adopting appropriate teaching strategies.

(For further information see 'Dealing with Sensitive Issues' on page 42 of the *PDHPE K–6 Modules*.)

Content

Dealing with Discrimination

Throughout the syllabus subject matter related to discrimination and harassment is included. Teachers should be aware of the forms of discrimination covered in anti-discrimination legislation and should address them in a developmentally appropriate sequence.

The specific areas of discrimination covered in the NSW *Anti-Discrimination Act* 1977 are: race (including colour, nationality, descent and ethnic, ethno-religious or national origin), sex, marital status, disability (including HIV/AIDS), homosexuality, age and transgender.

Development of Knowledge and Skills within PDHPE

Effective learning in PDHPE enables students to act upon their understanding of an issue, and values related to it. The syllabus advocates an approach where students are given a balance of firm advice and the opportunity to practise the skills of communicating, interacting, decision making, problem solving and moving.

There will be particular issues where it will be appropriate to give clear advice on appropriate behaviour. However, as students develop and gain greater levels of autonomy, their degree of competence in the skills becomes increasingly important. Therefore, the emphasis on skill development should commence in the early stages of schooling.

For example, for some young people, early experimentation with cigarette smoking and alcohol use is a significant factor in later illegal drug use. It is therefore essential to plan a drug education component of the PDHPE program that builds decision-making skills across all years and provides opportunities for behavioural rehearsal in Stages 2 and 3. Information that is relevant to students' experiences at different ages also needs to be incorporated.

Adopting such an approach can have significant health benefits. Delaying or avoiding the onset of a young person's early experimentation with legal drugs reduces the likelihood of future illegal drug use.

Movement Skills

The syllabus places significant emphasis on the development of fundamental movement skills. The process by which students progress to mastery of skills commences with their being introduced to the concept of the skill through demonstration and explanation. This is followed by practice and feedback in a controlled environment that leads to the student reproducing the skill with consistency.

It is important that students have the opportunity to learn skills in an environment that is predictable and modified to suit their level of development. The teaching process must involve the provision of clear feedback. It is only when skills have been learnt that students can transfer and apply them to the less predictable and dynamic contexts of different physical activities, eg games, dance, gymnastics.
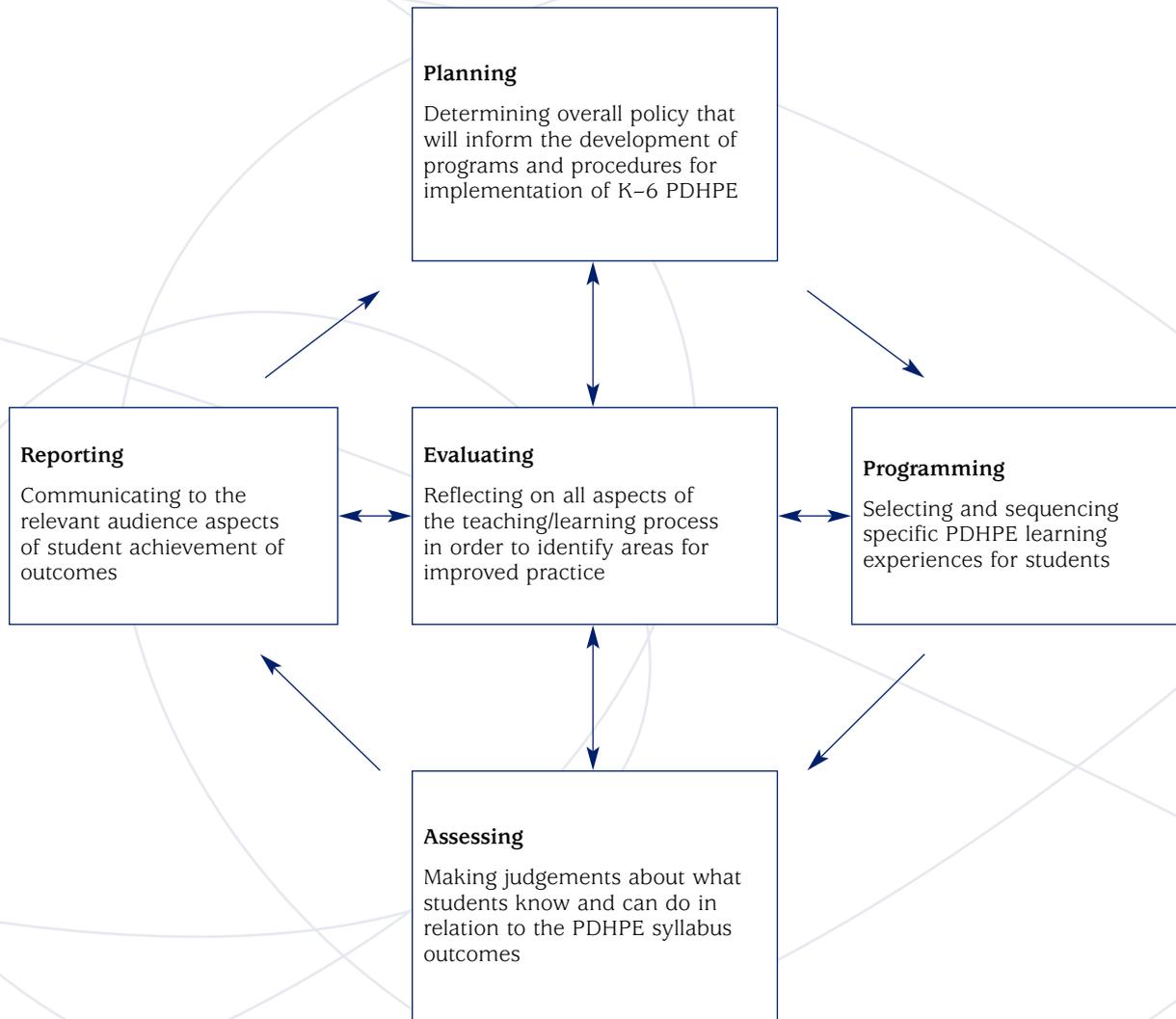
The syllabus also requires students to apply skills in the process of composing, performing and appraising movement.
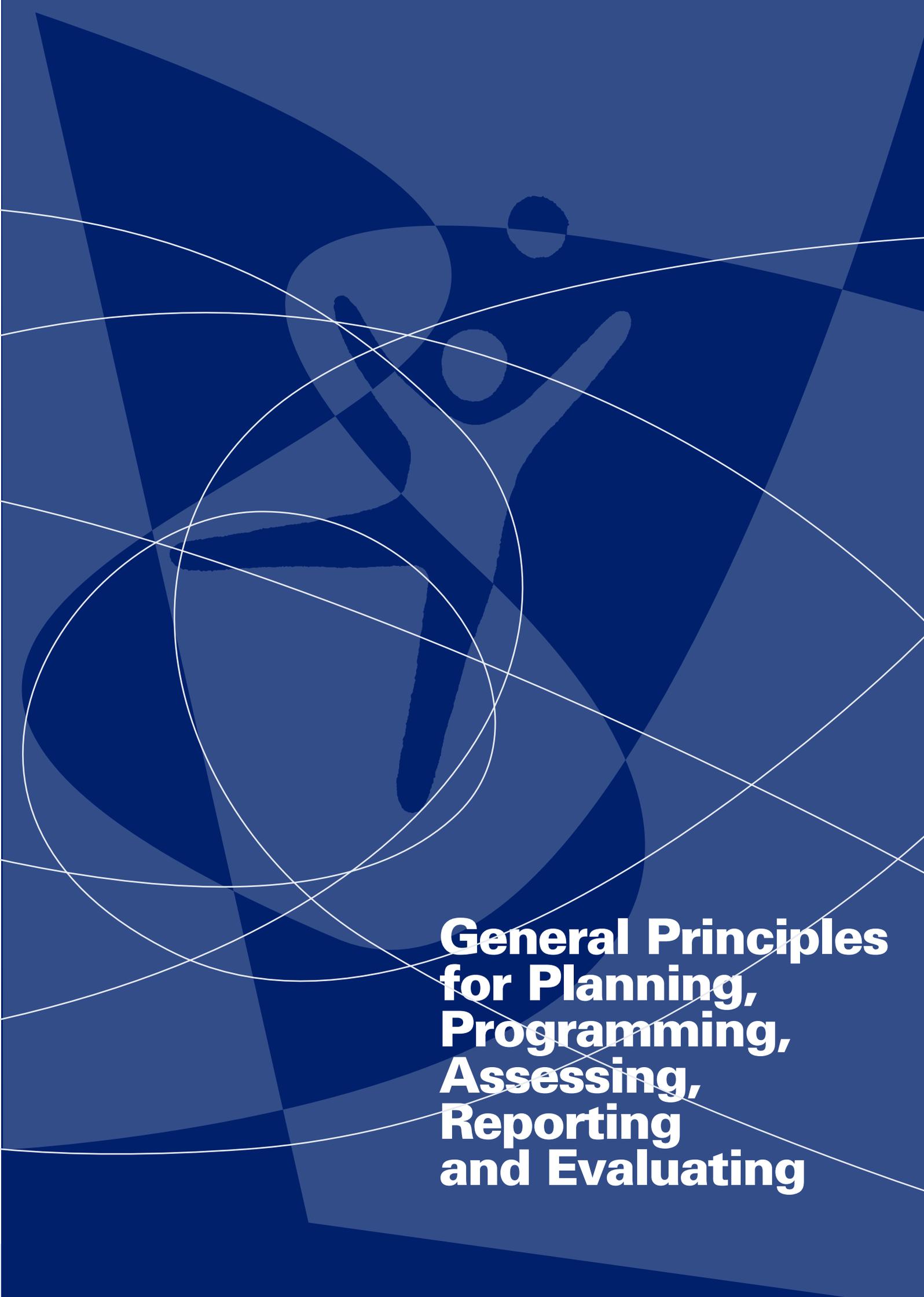
Content

General Principles
for Planning,
Programming,
Assessing,
Reporting
and Evaluating

General Principles for Planning, Programming, Assessing, Reporting and Evaluating

Effective teaching and learning in PDHPE requires effective planning, programming, assessing and reporting practices. The quality of these practices is further enhanced when evaluation procedures that focus on improvement are also in place.

Planning

Determining overall policy that will inform the development of programs and procedures for implementation of K–6 PDHPE

Reporting

Communicating to the relevant audience aspects of student achievement of outcomes

Evaluating

Reflecting on all aspects of the teaching/learning process in order to identify areas for improved practice

Programming

Selecting and sequencing specific PDHPE learning experiences for students

Assessing

Making judgements about what students know and can do in relation to the PDHPE syllabus outcomes

Planning

The process of planning is important in establishing shared, continued understanding about the PDHPE syllabus, and effective organisational and programming practices to support its implementation.

Planning needs to occur at whole-school, stage, class and individual level and should invite the involvement of parents and students.

Schools should establish a school PDHPE policy that reflects the importance of this key learning area in the total school curriculum. It should incorporate decisions about:

■ allocation of curriculum time to PDHPE;

■ funds to establish and maintain PDHPE resources;

■ staff to teach PDHPE programs;

■ general areas and topics to be covered in a K–6 sequence;

■ links with other school policies, practices and programs that will create an environment supportive of the health and welfare of everyone within it.

Some general principles for effective planning for PDHPE are:

■ determining and acknowledging students' prior learning and future learning needs;

■ closely referring to the syllabus requirements, including outcomes, indicators, subject matter and suggested scope and sequence overviews;

■ ensuring that students receive a program that is balanced and representative of the breadth of PDHPE;

■ considering and utilising resources available within the school and the wider community;

■ identifying those aspects of PDHPE that may cause concern and ways they might be addressed to support community values and enhance the wellbeing of the student.

To assist with planning, teachers are referred to more detailed advice in the *PDHPE K–6 Modules* on page 23.

Programming

Programming is the process of selecting and sequencing learning experiences for classes, groups and individual students to achieve the outcomes of the PDHPE syllabus. Effective programs:

■ cater for the diversity of student learning needs of the group concerned;

■ incorporate a sequence of learning experiences that enable students to achieve the outcomes;

■ include a variety of challenging learning experiences that develop students' confidence, enthusiasm, enjoyment and independence in their learning;

■ focus on the development of knowledge, understanding and skills most relevant to students.

Points to consider when programming:

Selecting outcomes

Towards which PDHPE outcome will students be working? Teachers need to consider assessment information to determine the outcomes that students have previously achieved in order to build upon them. By referring to indicators, teachers can observe where students are working towards or have achieved the outcomes.

Deciding on a programming approach

Selecting a programming approach involves deciding between a single strand model or a combined strand model. There may be particular issues that are appropriately dealt with by focusing on a single strand. Other themes or issues are best dealt with by drawing on two or more strands. For example, a unit of work on 'Child Protection' will deal mainly with outcomes related to Interpersonal Relationships and Safe Living but also includes outcomes from Growth and Development and Personal Health Choices.

Opportunities for integration of PDHPE content and skills with other key learning areas should be considered in order to effectively utilise curriculum time and enable further reinforcement of PDHPE concepts.

On which strand/s will learning experiences focus? Consider the numerous opportunities for an integrated approach — for example, units may address both Dance and Gymnastics or Personal Health Choices, Active Lifestyle and Safe Living.

Designing, selecting and sequencing learning experiences

Teachers will need to consider the developmental sequence of learning that will provide opportunities for students to achieve outcomes at each stage. It is important that learning experiences engage the students' interest and provide appropriate challenges. It is particularly relevant for PDHPE experiences to reflect an active learning approach in skills development and in engaging the student in physical activity.

Resources

Teachers should identify existing equipment, facilities and human resources and analyse their suitability. Decisions should be made about the acquisition of additional resources needed to work towards syllabus outcomes.

Assessment

Decisions need to be made about the aspects of students' performance in PDHPE that will be assessed. The process to be used for observing or collecting evidence on what students know, believe and can do should be outlined. Strategies such as diaries, discussions, presentations, debates, performances, observations, projects and peer assessments could be considered.

The process for recording and analysing assessment information is also important for tracking student achievement and facilitating meaningful feedback. Suitable approaches include annotated work samples, anecdotal records and profiles. Use of the syllabus indicators or teacher-developed indicators can provide a useful reference in making judgements about student achievement of outcomes.

Evaluation

When programming evaluation strategies, teachers should ensure an ongoing focus on improvement. Teachers should consider:

- the success of the programmed unit of work;
- the degree to which all students' needs are catered for;
- the extent to which students enjoyed the unit of work;
- the success of teaching/learning strategies and assessment approaches in providing students with the opportunity to work towards and demonstrate achievement of syllabus outcomes.

Assessing

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to determine what students know and can do in order to assist in designing appropriate teaching/learning programs for all students. The diverse nature of the skills identified in this syllabus demands that a variety of appropriate assessment techniques be used. The principles below underpin effective assessment.

■ Assessment is integral to teaching and learning. It should be based on the syllabus learning outcomes that specify what students know, understand and are able to do in PHDPE.

■ Assessment procedures should relate to the specific knowledge and skills that are taught within the school program, and to the syllabus outcomes.

■ A variety of assessment strategies and contexts should be used to give students the opportunities to demonstrate, in an authentic manner, what they know, understand and are able to do in PDHPE.

■ Assessment should be reliable and valid, consistently producing results that accurately reflect the student's ability to perform tasks. Furthermore, it must actually measure what it is intended to measure.

■ Students may be assessed on the actual performance of a skill, eg leaping, or they may be assessed on their ability to carry out steps in a particular process, eg problem solving. Knowledge and understandings may be assessed through demonstrations or performances by students.

The assessment process should:
■ be consistent with overall school goals and general policies;
■ be based on the syllabus outcomes and reflect the syllabus content;
■ arise from the everyday learning experiences of students;
■ enhance the self-esteem and motivation of the individual student;
■ recognise and value the diverse backgrounds and experiences of students.

Collecting assessment information involves:
■ systematically observing students during learning experiences;
■ interacting with students to gain a deeper knowledge of what they know, understand and can do;
■ analysing work samples by using indicators.

Forms of assessment

Formative and summative assessment complement each other, and both should be used to form a comprehensive record of student achievement.

Formative assessment

Formative assessment is the practice of building a cumulative record of student achievement. This usually takes place during day-to-day classroom learning experiences and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than can be determined through formal testing alone. It is a valid and valuable part of overall assessment.

Summative assessment

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal assessment strategies such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Diagnostic assessment

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.

Choosing Assessment Tasks and Strategies in PDHPE

The following table may assist schools and teachers in selecting valid assessment tasks and strategies. These strategies can be used singularly or in combination to provide opportunities for students to demonstrate what they know and can do.

Areas of Assessment	Some examples of assessment tasks and strategies
Knowledge and Understanding	Quizzes; multiple choice or true/false tests; cloze passages; blanks in matrices; matching questions with answers; labelling diagrams or models; written and spoken texts
Skills	
Communicating	Written spoken and visual texts; movement performances; debates; multimedia presentations
Decision Making	Role-plays; scenarios; unfinished stories; mapping alternatives; identifying pros and cons
Interacting	Group performances; diary journals; group projects; peer appraisal
Moving	Dance or gym performances; skills checklists; activity journals
Problem Solving	Mind maps; essays; initiative games; action plans
Values and Attitudes	Actions; written, spoken and visual texts; Likert scales; values continuums

Reporting

Reporting is the process of providing information, both formally and informally, about the progress of student achievement. The purpose of reporting is to provide information about student learning in PHDPE, ie learning experiences that students have engaged in over a period of time and the achievement that they have demonstrated. Reports can be presented in a spoken or written form. The principles below underpin effective reporting.

■   Reporting of student achievement has a number of purposes for a variety of audiences such as students, parents, teachers, school and the wider community. It should provide them with constructive feedback.

■   Reporting should provide a diagnosis of areas of strength and need, including those in which the students might be given additional support.

■   Reporting information needs to be in language that is understood by the audience.

Parents/caregivers will want to know how their child is progressing in relation to:

■   what the student knows;

■   what skills the student has gained.

When reporting to parents, the key features of the report should be:

■ to provide information about how the student is progressing;

■ to suggest ways in which parents can help at home, such as: initiating games that focus on movement skills; integrating with others; practising communication skills; sharing, taking turns; demonstrating personal hygiene, nutrition and safety practices.

The form of reporting to parents should take account of the levels of parent literacy in their first language and/or English, and levels of fluency in spoken English. Teachers may consider having reports translated into the home language. In some circumstances, interviews may be an appropriate way of reporting to parents.

Evaluating

Program evaluation is an ongoing process. Information for use in evaluation may be gathered through: student assessment; teachers' reflections on their teaching practices; written records such as questionnaires, logs and diaries, submissions or records of meetings; and discussion with general staff members, teaching staff (including support staff), parents and other community members.

Teachers need to gather, organise and interpret information in order to make judgements about the effectiveness and appropriateness of:

■ the school PDHPE policy and plan;

■ teaching programs;

■ teaching strategies;

■ assessment strategies;

■ resources;

■ staff development programs.

The following questions may assist in ensuring that the information sought is relevant to the evaluation:

■ How did planning, programming and teaching contribute to student achievement of PDHPE outcomes?

■ Were the special needs of individual students catered for?

■ Was adequate time allocated for the program/units of work and sequences of PDHPE?

■ How did students respond to the resources selected?

■ Which learning experiences generated the most student interest and enjoyment?

■ Which teaching strategies resulted in maximising student participation?

Modifying programs

The final stage of program evaluation is the integration of the evaluation information into a modified and improved program with:

■ more appropriate teaching strategies;

■ more effective assessment/evaluation;

■ more efficient and effective use of resources;

leading to improved student outcomes in PDHPE.

The process of school-level evaluation highlights the need for reflection and provides opportunities for:

■ identifying areas of need;

■ addressing the professional development of teachers;

■ recognising school/system achievements.

The evaluation of a particular area of the school's operation will provide a starting point for a cycle of future action for improvement.

Glossary

Active listening	Effective listening behaviours that enhance the communication process. At ES1 it involves looking at the speaker, asking questions and summarising. At later stages it involves more complex skills such as clarifying, checking, reflecting and reframing.
Activity patterns	Information on the physical activity level of an individual or population, including frequency of participation, preferred activities and reasons for participation.
Analgesics	Drugs that relieve mild to moderate pain. They include aspirin, paracetamol, codeine and non-steroidal anti-inflammatories. Usually self-prescribed.
Assertiveness	An attitude that conveys a message that a person is 'set' in their response and will not be influenced. This attitude comes from strength from within – not necessarily from superficial dramatic responses. It may be apparent only in facial expression or posture. It is possible to be quiet, yet strong in assertive expression.
Basic first aid	Providing simple emergency care, such as control of bleeding.
Bunny hops	Hands are placed on the ground, shoulder width apart. From a crouched position, push off both feet to take weight on hands. Adopt a tucked position in the air. Can be performed as a locomotor or non-locomotor skill.
Bunt	To strike a ball with a bat with a restricted follow-through in order to stop its progress.
Bush dance	A dance style of the early colonists expressing a range of life themes. It uses simple skipping, stepping and sliding movements performed in patterns that range in complexity, generally in circles or sets with a partner.
Chip kick	To kick a ball to clear a particular height. The emphasis is not usually for distance so the power applied is controlled.
Circle games	Games using a circular formation where all groups members can see each other.
Compositional skills	Ability to put together individual skills into an interesting and logical order, using the elements of movement to structure movement to express ideas. It may result in a product such as a dance, gym routine, or set play in a game.
Counterbalance	Moving the body or an object outside its normal point of balance in order to compensate for other forces acting upon it.
Creative dance	A non-stylised dance form that involves the use of movement to express ideas, thoughts and feelings in response to a stimulus.
Creative play	Play that evolves from the student's own thoughts, ideas and imagination. This form of movement exploration is not restricted by complex rules or conventions.
Defensive marking	Keeping in close contact with an opposition player in a competitive game situation in order to counteract their play.
Dodge	To change position suddenly to evade an opposing player. The movement can also be incorporated in other areas such as dance.
DRSABCD	Represents the process to follow in emergency care situations (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation).
Drug	Any substance that when taken into the body alters its function physically or psychologically, excluding food, water and oxygen.

Dynamics	This refers to how movement is performed in terms of force and flow. Dynamics is one of the elements of movement.
Egg roll	Begin in a kneeling position. Tuck arms into the body and form a tight ball. Roll sideways (not over the head) and end in a kneeling position.
Elements of movement (also elements of dance)	The variables that are combined in composing and performing movement. The specific elements are dynamics, time, space and relationships. Other aspects that may be considered as elements are action or the types of movements used and structure or the way that movements are put together. In this syllabus action is dealt with in terms of locomotor and non-locomotor movement and structure is covered under composition.
Exercise	Planned, structured, repetitive bodily movement, an objective of which is to improve or maintain one of the components of fitness.
Fitness	A multi-component trait related to the capacity to perform physical activity. It consists of health-related components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and skill-related components (agility, balance, coordination, power, reaction time and speed).
Free play	Unconstrained play, exempt from regulations and restrictions.
Front support	Prone body position, with a straight line between shoulders and ankles. Body weight supported by hands with arms straight. Fingers point forward. Head neutral. In essence, this is the extended push-up position.
Fundamental movement skills	An organised series of basic movements that involve the combination of movement patterns of two or more body segments. They are considered the building blocks or foundations of human movement. Running, jumping, throwing, catching, kicking and striking are all examples of fundamental movement skills.
Grapevine	A movement used in a range of dance styles. Moving right: step sideways with right foot, then step left foot behind, then step right foot sideways, then left foot in front of right, step right, feet together. Repeat to left.
'I' messages	A form of assertive communication where the individual expresses their feelings and opinions in a way that promotes their rights while preserving the rights of others, eg 'I don't like it when you call me names because it hurts my feelings. I would prefer if we were friends.'
Indicator	Indicators exemplify the range of behaviours that contribute to achievement of outcomes. Indicators assist teachers in monitoring student progress within a stage. They also assist teachers in making on-balance judgements about the achievement of outcomes.
Laterality	Ability to use both sides of the body, eg kick a ball with right and left foot; throw and catch with both hands.
Likert scale	A clarification strategy where students respond to statements indicating the degree to which they agree or disagree.
Locomotor skills	The range of movements that can be used to make the body travel, eg run, skip, roll, leap.
Log roll (or pencil roll)	Sideways roll, in extended position, with arms above the head. This skill is performed slowly, with pauses in the prone and supine positions. Body should turn as one, not in segments.
Medicine	Non-prescribed or over-the-counter medicines can be obtained from chemists without a prescription. Prescribed medicines require a prescription from a medical practitioner or dentist.

Minor games	Simple games, with few rules, designed to practise skills in a competitive situation.
Modern dance	A dance style originating in ballet and incorporating many of its movements, but disregarding some of its conventions.
Modified sports	Sports that are adapted to suit young performers by rule or equipment changes.
Movement exploration	To discover the body's potential for moving by experimentation with different ways to move.
Movement patterns	A series of individual movement skills linked together logically.
No-Go-Tell	A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no in threatening situations, to get away from the unsafe situation and to seek help, advice and support.
Non-locomotor skills	The range of movements that can be performed that do not result in the body travelling, eg twist, stretch, punch. These skills can be combined with locomotor skills.
On-balance judgements	A term used to describe the professional judgement used to assess student achievement of outcomes. It is a determination made based on a range of evidence over time.
Outcome	A syllabus outcome expresses a specific intended result of the teaching of the syllabus. Outcomes are derived from the content of the syllabus and are arranged in stages. They provide clear statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning.
Physical activity	Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure.
Punt kick	To kick a ball that is dropped from the hands before it reaches the ground.
Rear support	Supine body position, back to the floor, with a straight line between shoulders and ankles. The body weight is supported by the hands. Fingers point to toes and arms are straight. This is an extended 'dips' position.
Relationships (movement)	This refers to how movement relates to individuals, groups and objects. Relationships is one of the elements of movement.
Resilience	The process and capacity that allows individuals to successfully adapt to challenges in their lives.
Response games	Activities designed to develop physical vocabulary, speed of information processing and reflexes.
Roll with straddle	Forward or backward roll ending with a finishing position where the legs are apart.
Scottische	A dance resembling a slow polka. Commonly, couples circle around the room, promenading forward and turning around each other. The music is in 2/4 or 4/4 time.
Side gallop	A quick sideways movement where both feet are off the ground at once.
Side sliding	Moving right: step sideways with right foot then drag left foot to meet right. Repeat.
Slinging	To cast, hurl or fling an object into the air, eg discus.

Social and emotional development	Involves increased awareness and realistic expectations of self and others; demonstration of cooperative and pro-social behaviour; constructive conflict resolution; a positive sense of self and others; pride in heritage and background; and a positive attitude to life.
Soft landing	For safety, students should give on impact (bend at knees, ankles and hips) to absorb the shock of landing.
Space	This refers to where movement takes place, the shapes, pathways and directions travelled. Space is one of the elements of movement.
Static balance	A stationary balance on one foot. Dynamic balance is when the moving body remains balanced, eg in fluent running action.
SWOT analysis	A creative thinking technique for exploring a problem or issue. It involves identifying relevant strengths, weaknesses, opportunities and threats.
Time	This refers to when the body moves, its rhythm, duration and speed of movement. Time is one of the elements of movement.
Tuck sit	Sitting with legs bent at knees, feet close to body and knees together. Arms circle the bent knees or are held out straight to the sides.
Tucked/twisted shapes	Small, tight, contracted (tucked) and winding, curved, distorted, circling (twisted) shapes that the body makes in a range of movement contexts.
Two-handed strike	Holding the striking implement, for example bat or racquet, with both hands when hitting a ball.
Values continuum	Students are asked to communicate their values in relation to particular issues by positioning themselves on a line where the two ends of the line represent 'agree' and 'disagree' (see Likert scale).