**What is the Australian Curriculum?**

In NSW the Australian curriculum is being implemented through syllabuses developed by the NSW Education Standards Authority (NESA).

NESA has developed a new Personal Development, Health and Physical Education (PDHPE) syllabus for Kindergarten to Year 10. The new syllabus includes Australian curriculum content and further detail that clarifies learning.

**When will the PDHPE syllabus be taught in NSW?**

<table>
<thead>
<tr>
<th>Year</th>
<th>K–6</th>
<th>7–10</th>
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<tbody>
<tr>
<td>2018</td>
<td>Planning and familiarisation</td>
<td>Planning and familiarisation</td>
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<tr>
<td>2019</td>
<td>Optional implementation K–6</td>
<td>Implementation Year 7 and Year 9</td>
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<td>2020</td>
<td>Implementation K–6</td>
<td>Implementation Years 7–10</td>
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**What will my child learn at school?**

The new syllabus builds on the strengths of the existing PDHPE K–6 and Years 7–10 curriculum. The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop in PDHPE.

The syllabus is designed to give schools flexibility to treat all issues in a manner reflective of their own context and ethos, for the needs of their students and within their own policy requirements.
Kindergarten–Year 10

- As a guide, Primary schools should spend 6–10% of teaching time, approximately 1.5 to 2.5 hours in a typical school week, teaching PDHPE in K–6.
- In High School, PDHPE content has been designed to be taught within the existing NSW indicative time requirements of 300 hours across Years 7-10.
- Students will learn about a range of health, safety, wellbeing and physical education concepts.
- PDHPE consists of three content strands:
  1. Health, Wellbeing and Relationships:
     - K–6 examples include personal identity, growth and development, emotional responses, respectful and inclusive relationships, seeking help, protective actions.
     - Years 7–10 examples include benefits of respectful and inclusive relationships, influences on identity, seeking help for themselves and others.
  2. Movement Skill and Performance
     - K–6 examples include fundamental and specialised movement skills
     - Years 7–10 examples include developing specialised movement skills and participating in various physical activities for a lifetime of physical activity.
  3. Healthy, Safe and Active Lifestyles
     - K–6 examples include nutrition, mental wellbeing, personal safety, health and fitness
     - Years 7–10 examples include drug education, nutrition, mental health, sexual health, road safety, benefits of physical activity.
- Students explore the interrelationship between health, safety, wellbeing and participation in physical activity.
- Students are provided with opportunities to participate in a range of physical activities:
  - rhythmic and expressive movement, eg tai chi, yoga
  - individual/group/team physical activities, eg fitness activities, games and sports
  - initiative/challenge physical activities, eg solving a movement challenge
  - aquatics
  - lifelong physical activities, eg leisure activities.
- Students develop, strengthen and refine skills across three domains:
  - Self-management, eg decision-making and problem-solving
  - Interpersonal, eg communication, leadership and advocacy
  - Movement, eg health and fitness enhancing movement.

In addition to subject-based content, the PDHPE syllabus addresses important contemporary themes and general capabilities as students prepare to live and work successfully in the 21st century. These include Australian curriculum cross-curriculum priorities and general capabilities and other learning across the curriculum areas identified by NESA.
Cross-curriculum priorities | Aboriginal and Torres Strait Islander histories and cultures  
| Asia and Australia’s engagement with Asia  
| Sustainability  

General capabilities | Critical and creative thinking  
| Ethical understanding  
| Information and communication technology capability  
| Intercultural understanding  
| Literacy  
| Numeracy  
| Personal and social capability  

Other learning across the curriculum areas | Civics and citizenship  
| Difference and diversity  
| Work and enterprise  

How does the syllabus include all learners?

The *PDHPE K–10 Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabus and on NESA’s website.

Students with special education needs may require adjustments to teaching, learning and assessment in PDHPE. Schools can differentiate teaching programs to meet the individual learning needs of students, including accessing syllabus content from an earlier Stage.

Where can I find more information?

For more information view:

NSW syllabuses can be viewed and downloaded from the NESA website at: [http://syllabus.nesa.nsw.edu.au](http://syllabus.nesa.nsw.edu.au)