New Years 7–10 Syllabus

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Years 7–10

The new Personal Development, Health and Physical Education (PDHPE) syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian curriculum content and content that clarifies learning for PDHPE across Kindergarten to Year 10. The Stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabus identifies the knowledge, understanding, skills, values and attitudes students are expected to develop across each Stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests, abilities and prior learning of their students.

The Years 7–10 PDHPE syllabus has been designed to be taught within the existing NSW indicative time requirements.

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement. The approaches of assessment for, assessment as and assessment of learning are important to guide future teaching and learning opportunities and to provide students with ongoing feedback.

The structure and many of the features of the current PDHPE Years 7–10 syllabus have been retained, including:

• rationale
• aim
• objectives and outcomes
• Stage statements
• content organised in Stages
• Life Skills outcomes and content.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of the syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.
What is similar?

Students will continue to be provided with opportunities to:

- develop knowledge, understanding, skills, values and attitudes that enable them to advocate for their own and others’ health, safety, wellbeing and participation in physical activity
- develop and enhance skills needed to live healthy, safe and active lives
- focus on the interrelationship between health and physical activity concepts
- address contemporary health and physical activity concepts important to young people.

What is different?

- Five propositions guide teaching, learning and assessment:
  - Focus on educative purposes.
  - Take a strengths-based approach.
  - Value movement.
  - Develop health literacy.
  - Include a critical inquiry approach.
- Content is organised in three strands:
  - Health, Wellbeing and Relationships
  - Movement Skill and Performance
  - Healthy, Safe and Active Lifestyles.
- There are three skill domains:
  - Self-management
  - Interpersonal
  - Movement.
- Key inquiry questions guide and frame syllabus content and contextualise teaching and learning.
- An interactive glossary is provided.
- Related Life Skills outcomes are included with Stage 4 and Stage 5 content.

How does the syllabus cater for all students?

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.

Students with special education needs can access the PDHPE K–10 Syllabus outcomes and content in a range of ways, including:

- with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content appropriate to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- Years 7–10 Life Skills outcomes and content appropriate to their learning needs.
What is the plan for implementation?

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What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need to be modified to meet the requirements of the new syllabus, for example to accommodate new outcomes and content.

For the first time, the PDHPE syllabus will be available in an interactive online format. The online format will be able to be viewed by Stage, outcomes and content.

Support materials will assist teachers in familiarisation and planning of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers during 2018.

**Initial materials** released with the syllabus include:
- this guide
- a parent guide
- assessment advice.

**Additional materials** to be released throughout 2018 include:
- sample scope and sequences
- sample teaching units
- sample assessment activities.

The NSW Department of Education, the Catholic Schools NSW, the Association of Independent Schools of NSW, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabus.

How can I access the new **PDHPE K–10 syllabus**?

The **PDHPE K–10 Syllabus** is available on the NESA website.
Features of Years 7–10 content pages

- **Content** is organised by strands.
- **Life Skills outcomes related to Stage 4 and Stage 5 outcomes** are included.
- **Key inquiry questions** provide a focus for teaching and learning.
- The overview of teaching and learning provides the context of the strand and guides teachers about how content can be delivered.
- **The content focus** describes the scope of learning.
- Australian curriculum content is identified by codes.
- Opportunities for PDHPE skills to be integrated are identified.

### Health, Wellbeing and Relationships

**Outcomes**

A student:

- examines and evaluates strategies to manage current and future challenges PD4-1
- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2

**Related Life Skills outcomes:** PDLs-1, PDLs-2, PDLs-3, PDLs-4, PDLs-10, PDLs-11

**Key Inquiry Questions**

- How do change, transition and environment shape my identity?
- What skills and strategies can be used to manage change, challenges and seek help?

**Overview of Teaching and Learning**

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

**Content Focus**

Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others’ health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

**Content**

Students:

- evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
  - investigate the changing nature of peer and family relationships as young people become more independent and evaluate strategies they use to manage these changes
  - analyse how roles and responsibilities change and evaluate skills and strategies for managing these increasing responsibilities, e.g., time management, study skills
  - discuss strategies for coping with loss and grief and ways of giving support to others
  - access and assess health information, resources and services that support young people to effectively manage changes and transitions, e.g., websites promoting young people’s mental health

Learning across the curriculum content is incorporated and identified by icons.

Content examples clarify the intended learning.
Features of the PDHPE Years 7–10 Life Skills content pages

PDHPE Life Skills outcomes and content are:

- developed from the PDHPE K–10 objectives
- selected based on needs, strengths, goals, interests and prior learning of students.

Students are not required to complete all content to demonstrate achievement of an outcome.

**Health, Wellbeing and Relationships**

**Outcomes**

A student:
- recognises strategies to manage current and future challenges PDSL-1
- demonstrates help-seeking strategies and behaviours PDSL-2

**Related Stage 4/5 outcomes:** PD4-1, PD4-2, PD4-3, PD4-9, PD4-10, PD5-1, PD5-2, PD5-3, PD5-9, PD5-10

**Key Inquiry Questions**

- What shapes my identity?
- How can change and challenges be managed?

**Overview of Teaching and Learning**

The strand Health, Wellbeing and Relationships focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

**Content Focus**

Students engage with concepts that relate to strengthening health, wellbeing and relationships as well as information and resources available that encourage students to develop knowledge, understanding and skills of these concepts. They engage in learning activities that explore relationships between personal identity, transition and change, respectful relationships and communication. Students identify and explore their uniqueness, build understanding of personal change, including strategies to manage change, and plan and action strategies that support respectful relationships.

**Content**

**What shapes my identity?**

Students:
- investigate factors that influence identity
  - recognise environmental factors that shape our identity, eg family, religion, culture
  - discuss how other people in our lives can have an impact on our identity, eg family members, peers
  - explore the impact of stereotypes and expectations on our identity, eg body image, gender
- investigate how cultural beliefs and practices can influence our identity