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.

As a guide, schools should spend 6–10% of teaching time, approximately 1.5 to 2.5 hours in a typical school week teaching PDHPE.

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 K–6 syllabus have been retained, including:

- rationale
- aim
- objectives and outcomes
- Stage statements
- content organised in Stages from Early Stage 1 to Stage 3.

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 children.

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.

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
- through selected syllabus outcomes and content appropriate to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content.
## What is the plan for implementation?

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Planning and familiarisation</td>
</tr>
<tr>
<td>2019</td>
<td>Optional implementation K–6</td>
</tr>
<tr>
<td>2020</td>
<td>Implementation K–6</td>
</tr>
</tbody>
</table>

## 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.

**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.