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NESA K–10 Syllabus Development Process

The NESA process for the development of K–10 syllabuses to include Australian curriculum content involves expert writers and opportunities for broad consultation with teachers and other stakeholder groups in order to receive the highest quality advice from across the education community.

This project will follow the NESA syllabus development process, recognising the substantial review and development work that the Australian Curriculum, Assessment and Reporting Authority (ACARA), together with all states and territories has undertaken.

Each subsection of the PDHPE K–10 Draft Syllabus addresses a syllabus component and includes an explanation of the component's purpose.

Assisting Respondents

The following icons are used throughout this document to assist respondents:

<table>
<thead>
<tr>
<th>Icon and label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="icon" alt="for your information" /></td>
<td>This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.</td>
</tr>
<tr>
<td><img src="icon" alt="consult" /></td>
<td>This icon indicates material on which responses and views are sought through consultation.</td>
</tr>
</tbody>
</table>
Introduction

K–10 Curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA K–10 Curriculum Framework and Statement of Equity Principles and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

NESA syllabuses include agreed Australian curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on the Educational Goals for Young Australians (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

- Goal 1: Australian schooling promotes equity and excellence
- Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the Personal Development, Health and Physical Education K–10 Draft Syllabus will contribute to the curriculum, and to students’ achievement of the broad learning outcomes, will be outlined in the syllabus rationale.
Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with a disability needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
- selected K–10 syllabus outcomes and content appropriate to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabus.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- PDHPE
- Special education needs
- Life Skills.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.
Curriculum strategies for gifted and talented students may include:

- **differentiation**: modifying the pace, level and content of teaching, learning and assessment activities
- **acceleration**: promoting a student to a level of study beyond their age group
- **curriculum compacting**: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

**Students Learning English as an Additional Language or Dialect (EAL/D)**

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of Standard Australian English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the PDHPE syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The ESL Scales and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.
PDHPE Key

The following codes and icons are used in the *Personal Development, Health and Physical Education K–10 Draft Syllabus*.

Outcome Coding

Syllabus outcomes will be coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 and Life Skills are represented by the following codes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>e</td>
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<tr>
<td>Stage 1</td>
<td>1</td>
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<tr>
<td>Stage 2</td>
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<td>Stage 3</td>
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<tr>
<td>Stage 4</td>
<td>4</td>
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<tr>
<td>Stage 5</td>
<td>5</td>
</tr>
<tr>
<td>Life Skills</td>
<td>LS</td>
</tr>
</tbody>
</table>

In the PDHPE draft syllabus, outcome codes indicate subject, Stage and outcome number. For example:

<table>
<thead>
<tr>
<th>Outcome code</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDe-2</td>
<td>PDHPE, Early Stage 1 - Outcome number 2</td>
</tr>
<tr>
<td>PD4-1</td>
<td>PDHPE, Stage 4 - Outcome number 1</td>
</tr>
<tr>
<td>PDLS-3</td>
<td>PDHPE, Life Skills - Outcome number 3</td>
</tr>
</tbody>
</table>
Coding of Australian Curriculum Content

The syllabus will contain Australian curriculum content for Health and Physical Education (HPE) with Australian curriculum codes in brackets at the end of each content description, for example:

- Personal identity and strengths (ACPPS070)

Where a number of content descriptions are jointly represented, all description codes are included, eg (ACPPS070, ACPPS071).

Coding of PDHPE Skills

The syllabus provides opportunities for PDHPE skills to be incorporated into the knowledge, understanding and skills of the syllabus. These opportunities are identified by codes at the end of the relevant content descriptions.

<table>
<thead>
<tr>
<th>Course tools</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-management skills</td>
<td>S</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>I</td>
</tr>
<tr>
<td>Movement skills</td>
<td>M</td>
</tr>
</tbody>
</table>

For example:
- identify personal strengths, for example: (ACPPS001)
  - identify their unique qualities S ⭐️
Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the draft syllabus.

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
Rationale

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students study the subject
- how it contributes to the purpose of the K–10 Curriculum Framework
- how it prepares students for further schooling.

The Personal Development, Health and Physical Education (PDHPE) syllabus contributes to the development of a student’s health, safety, wellbeing and participation in physical activity. It provides explicit learning opportunities for students to explore, strengthen and refine skills relating to building respectful relationships, self-management, interpersonal interactions, movement and appreciating and participating in lifelong physical activity. PDHPE is contemporary, relevant, age and stage appropriate. It provides students with a dynamic, holistic and experiential curriculum that promotes the interrelationship between health and physical activity in maintaining healthy, safe and active lives.

The syllabus reflects the multidimensional nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It highlights the influences that contextual factors have in the development of personal values and attitudes. It provides students with a strong foundation to develop knowledge, understanding and skills to participate in society and take ownership of their own and others’ health, safety and wellbeing. Students develop and refine personal skills, values and attitudes based on an understanding of ethical, cultural and spiritual considerations by drawing upon and recognising existing strengths, community and personal resources. The syllabus is designed to be affirming, inclusive, optimistic and recognise our diverse Australian population.

Learning in PDHPE increases students’ awareness of health and physical activity concepts of significance and importance to them. Teachers are facilitators of learning, providing opportunities to learn in safe, inclusive and student centred environments. Teachers recognise and promote diversity in student expertise, knowledge, understanding and skills. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Learning in PDHPE encourages students to take a strengths-based approach to balancing and managing healthy, safe and active lives. Through a critical inquiry approach, students are provided opportunities to confidently interact with others and independently engage, research, apply, appraise and critically analyse health and movement concepts to maintain or improve health, safety, wellbeing and participation in physical activity.

Students build and develop values, attitudes and strengths that support them in taking positive action to protect and enhance their own and others’ health, safety and wellbeing. They develop a commitment to the qualities and principles that promote and develop respectful relationships, inclusivity, resilience and social justice. Students have opportunities to develop and improve their
health literacy by learning to analyse, apply, appraise and research a range of health-related sources, services and organisations to protect, promote, strengthen and improve the health of themselves, others and communities.

As a foundation for lifelong physical activity, social skills and enhanced performance, students strengthen and improve their competence, confidence and creativity in understanding the value of movement. Acquiring fundamental movement skills is central to performing and participating in movement sequences, challenges and a broad range of physical activities. Students learn in movement, about movement and through movement to apply and adapt their skills across multiple contexts. Through personally challenging movement-based learning experiences, students strengthen their movement competence and develop positive attitudes towards participation, making active choices and recognising the importance of physical activity across their lifespan.

Providing for the health, safety, wellbeing and physical activity needs of all students is a shared responsibility. A healthy and supportive school environment is enriched through a whole-school approach in partnership with family, community resources and local, state and national initiatives. Whole school community collaboration is fundamental in reinforcing and validating learning and provides consistent messages to students in establishing individual and collective action and interactions that promote and strengthen healthy, safe and active lives.

Through participatory activities, students develop the knowledge, understanding, skills, values and attitudes to manage and influence current and future changes and challenges. The PDHPE syllabus provides opportunities for children and young people to explore and evaluate concepts that are likely to impact on the health, safety and wellbeing of themselves and others, now and in the future. The learning experiences in PDHPE provide a foundation for students to engage, actively contribute and advocate in the community, workplace and pathways beyond school.

The PDHPE syllabus is shaped by five interrelated propositions designed to underpin and guide organisation, teaching, learning and assessment. Adopted from The Australian Curriculum: HPE, the propositions underpin a future-focused PDHPE syllabus that responds to contemporary contexts and issues.

Focus on educative purposes
A focus on educative purposes in PDHPE provides students with:

- ongoing and explicit learning about health, safety, wellbeing and participation in physical activity that is age and stage appropriate
- learning opportunities to practise, create, apply and evaluate the knowledge, understanding, skills, values and attitudes needed to live healthy, safe and active lives.

Take a strengths-based approach
Taking a strengths-based approach in PDHPE recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours. In addition to this, taking a strengths-based approach provides:

- a stronger focus on supporting students to develop the knowledge, understanding, skills, values and attitudes they require to make healthy, safe and active choices that will enhance their own and others’ health, safety, wellbeing and participation in physical activity
- students and their communities draw on strengths and resources to improve their own and others’ health, safety, wellbeing and participation in physical activity.
Value movement
PDHPE is the key learning area in the curriculum that focuses explicitly on the value of movement, physical activity and physical education. Valuing movement supports students to:
- develop movement skills, concepts and strategies they need to participate in physical activities with competence, creativity and confidence
- participate in ongoing physical activity across their lifespan to achieve positive health outcomes
- develop an understanding of how and why we move and how we can improve physical performance
- are provided with challenges and opportunities to enhance a range of personal and social skills and behaviours that contribute to healthy, safe and active lifestyles.

Develop health literacy
Health literacy can be understood as an individual’s ability to gain access to, understand and use health information and services so that students are able to promote and maintain health, safety, wellbeing and participation in physical activity. The PDHPE syllabus supports students in developing the knowledge, understanding, skills, values and attitudes related to the three dimensions of health literacy:
- functional dimension – researching and applying information relating to knowledge and services to respond to a health-related question
- interactive dimension – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- critical dimension – the ability to selectively access and critically analyse health information from a variety of sources to take action to promote health, safety, wellbeing and participation in physical activity for themselves and others.

Include a critical inquiry approach
Including a critical inquiry approach enables students to develop the knowledge, understanding and skills to be able to analyse and examine the health information they are presented with from all sources and forms of media. A critical inquiry approach supports students to:
- develop critical inquiry processes that assist in researching, analysing, applying and appraising knowledge in all contexts. In doing so, students will develop critical thinking skills to analyse and evaluate contextual factors that influence decision-making, behaviours and actions
- recognise that values, behaviours, priorities and actions related to health, safety, wellbeing and participation in physical activity that reflect varying contextual factors which influence the way people live
- develop an understanding that meanings and interests, individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies.
The Place of the PDHPE K–10 Syllabus in the K–12 Curriculum

For your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the PDHPE K–10 syllabus in the K–12 curriculum as a whole.

**Prior-to-school learning**
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately. The *Early Years Learning Framework for Australia* describes a range of opportunities for students to develop a foundation for future success in learning.

**Early Stage 1 – Stage 3**
PDHPE K–10

**Stage 4 – Stage 5**
PDHPE K–10
(including Life Skills outcomes and content)

**Elective Study**

**Stage 4 – Stage 5**
Elective Content Endorsed Courses
(including Life Skills outcomes and content)

- Child Studies
- Physical Activity and Sports Studies

**Stage 6**
There are no prerequisites for study of Stage 6 courses

<table>
<thead>
<tr>
<th>Board Developed Courses</th>
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</thead>
<tbody>
<tr>
<td>Community and Family Studies</td>
</tr>
<tr>
<td>Community and Family Studies Life Skills</td>
</tr>
<tr>
<td>PDHPE</td>
</tr>
<tr>
<td>PDHPE Life Skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Endorsed Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Early Childhood</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation</td>
</tr>
</tbody>
</table>

Community, other education and learning and workplace pathways
Aim

for your information

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

consult

The study of PDHPE in Years K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead healthy, safe and active lives. Students engage in regular movement-based learning experiences and are empowered to explore and strengthen health, safety, wellbeing and participation in physical activity for themselves, others and communities.
Objectives

for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Knowledge and Understanding

Students:
- develop, improve and strengthen personal identity, resilience and respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- understand the significance of contextual factors and community and personal resources that influence health, safety, wellbeing and participation in physical activity.
- strengthen, improve and action health, safety, wellbeing and participation in physical activity to increase opportunities to enhance movement and lifelong physical activity for themselves, others and communities.

Skills

Students:
- develop self-management, interpersonal and movement skills to participate in and enhance health, safety, wellbeing and participation in physical activity experiences for themselves, others and communities

Values and Attitudes

Students:
- demonstrate a commitment to the qualities and principles that promote empathy, respectful relationships, resilience, inclusivity and social justice
- engage in movement-based learning experiences that are personally challenging and value the importance of movement and physical activity in their daily lives and in the community
- action health behaviours that nurture their own and others wellbeing in order to live healthy, safe, and active lives
Outcomes

for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

consult

Table of Objectives and Outcomes for PDHPE K–10
Continuum of Learning

Knowledge and Understanding

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students:</th>
</tr>
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<tbody>
<tr>
<td>● develop, improve and strengthen personal identity, resilience and respectful relationships</td>
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</table>

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
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<tbody>
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<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
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<td>PDe-1</td>
<td>PD1-1</td>
<td>PD2-1</td>
<td>PD3-1</td>
<td>PD4-1</td>
<td>PD5-1</td>
</tr>
<tr>
<td>describes who they are and how people grow and change</td>
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<tr>
<td>identifies the characteristics that make them similar and different to others</td>
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<tr>
<td>explores strategies to manage physical, social and emotional change</td>
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<tr>
<td>identifies and applies strengths and strategies to manage life changes and transitions</td>
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<td></td>
</tr>
<tr>
<td>examines strategies to manage current and future challenges</td>
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<tr>
<td>assesses their capacity to reflect on and respond positively to challenges</td>
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<td></td>
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</tr>
<tr>
<td>PD1-2</td>
<td>PD2-2</td>
<td>PD3-2</td>
<td>PD4-2</td>
<td>PD5-2</td>
<td></td>
</tr>
<tr>
<td>describes and uses strategies people can use to feel comfortable, resilient and safe in situations</td>
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</tr>
<tr>
<td>recognises and explains strategies that can be used in situations to make them feel comfortable and safe</td>
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</tr>
<tr>
<td>investigates information, community resources and ways to seek help for themselves and others</td>
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<tr>
<td>examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</td>
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</tr>
<tr>
<td>researches and appraises the effectiveness of health information and support services available in the community</td>
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</tr>
</tbody>
</table>
- **PDDe-3** communicates ways to be caring and respectful of others
- **PD1-3** describes the qualities that enhance relationships
- **PD2-3** explains how respect, empathy and valuing diversity can positively influence relationships
- **PD3-3** appraises the impact of different relationships on themselves and others
- **PD4-3** recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power
- **PD5-3** analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power

### Objective

Students:
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>PDDe-4</strong> practises and demonstrates fundamental movement skills and sequences using different body parts</td>
<td><strong>PD1-4</strong> performs fundamental movement skills in a variety of sequences and situations</td>
<td><strong>PD2-4</strong> practises and refines fundamental movement skills in a variety of movement sequences and situations</td>
<td><strong>PD3-4</strong> adapts movement skills in a variety of physical activity contexts</td>
<td><strong>PD4-4</strong> refines, applies and transfers movement skills in a variety of dynamic physical activity contexts</td>
<td><strong>PD5-4</strong> adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</td>
</tr>
<tr>
<td><strong>PDDe-5</strong> explores possible solutions to movement challenges through participation in a range of activities</td>
<td><strong>PD1-5</strong> proposes a range of alternatives to solve movement challenges through participation in a range of activities</td>
<td><strong>PD2-5</strong> applies critical and creative thinking strategies to solve movement challenges</td>
<td><strong>PD3-5</strong> applies critical and creative thinking strategies to propose and assess solutions to movement challenges</td>
<td><strong>PD4-5</strong> transfers and adapts solutions to complex movement challenges</td>
<td><strong>PD5-5</strong> appraises and justifies choices of action when solving complex movement challenges</td>
</tr>
</tbody>
</table>
## Objective

Students:
- understand the significance of contextual factors and community and personal resources that influence health, safety, wellbeing and participation in physical activity.

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
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<td>A student:</td>
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<td>A student:</td>
</tr>
<tr>
<td><strong>PDe-6</strong></td>
<td><strong>PD1-6</strong></td>
<td><strong>PD2-6</strong></td>
<td><strong>PD3-6</strong></td>
<td><strong>PD4-6</strong></td>
<td><strong>PD5-6</strong></td>
</tr>
<tr>
<td>explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity</td>
<td>understands contextual factors that influence themselves and others</td>
<td>describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</td>
<td>distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</td>
<td>recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</td>
<td>questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity</td>
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</tbody>
</table>
**Objective**

Students:
- strengthen, improve and action health, safety, wellbeing and participation in physical activity to increase opportunities to enhance movement and lifelong physical activity for themselves, others and communities

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
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<td>PDe-7 identifies actions that promote health, safety, wellbeing, movement and participation in physical activity</td>
<td>PD1-7 explores actions that helps make home and school a healthy, safe and active space</td>
<td>PD2-7 describes strategies to make home and school healthy, safe and active spaces</td>
<td>PD3-7 proposes and implements actions and protective behaviours that promote healthy, safe and active spaces</td>
<td>PD4-7 investigates health practices, behaviours and resources to promote healthy, safe and active communities</td>
<td>PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities</td>
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<td>PDe-8 explores how regular physical activity keeps individuals healthy and well</td>
<td>PD1-8 participates in a range of opportunities that promote physical activity</td>
<td>PD2-8 investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing</td>
<td>PD3-8 creates and participates in physical activities to promote healthy and active lifestyles</td>
<td>PD4-8 plans for and participates in activities that encourage lifelong physical activity</td>
<td>PD5-8 designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity</td>
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</tbody>
</table>
Skills

**Objective**
Students:
- develop self-management, interpersonal and movement skills to participate in and enhance health, safety, wellbeing, movement and physical activity experiences for themselves, others and communities

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<th>Early Stage 1 outcomes</th>
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Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. For some students with disability, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students’ capacity to demonstrate movement skills.
Stage Statements

for your information

In NSW syllabuses stage statements summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each Stage of learning.

Australian curriculum achievement standards underpin the development of the stage statements.

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The Early Years Learning Framework for Australia has five learning outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

Early Stage 1

By the end of Early Stage 1, students identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They identify and describe the different emotions people experience. Students identify people who can help and identify actions that help them be healthy, safe and active. They make decisions in relation to health and safety. Students identify medications and how to store them, 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. With developing self-control, students express feelings and develop respectful
relationships. They interact and communicate with peers in a variety of play and group situations, sharing and cooperating with others.

Students describe how their body responds to movement. They practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movements. Students show awareness and consideration of others during play situations. They perform movement skills and explore solutions to movement challenges through participation in a range of activities.

**Stage 1**

By the end of Stage 1, students describe changes that occur as they grow older and can describe similarities and differences between themselves and others. They recognise how strengths and achievements contribute to identities. Students demonstrate positive ways to interact with others and identify how emotional responses impact on others’ feelings. Students explore different types of relationships and describe the skills needed to develop and maintain respectful relationships. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and active. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for responding to various situations.

Students identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate movement skills in a variety of movement sequences and situations and propose alternatives to solve movement challenges. They perform simple movement sequences that incorporate the elements of movement. Students demonstrate cooperation, fair play and positive ways to interact and include others. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

**Stage 2**

By the end of Stage 2, students recognise physical and social changes and personal management strategies. Students recognise individual strengths and limitations and apply these to a wide range of contexts. They describe the skills and qualities that build caring and respectful relationships and investigate ways to improve their health, safety and wellbeing. Students recognise the rights, values and feelings of others and devise strategies to support themselves and others. They interpret health messages and discuss the influences on healthy and safe choices. Students understand the benefits of being healthy, safe and physically active and propose activities that increase opportunities to develop and maintain healthy, safe and active lifestyles. They describe the connections they have to their community and identify local resources to support their health, safety, wellbeing and participation in physical activity.

Students apply and refine movement skills and movement concepts in a wide range of physical activity contexts. They create and perform movement sequences using movement skills and the elements of movement with consistency and control. They demonstrate cooperation and collaboration in movement and physical activity. Students use decision-making and problem-solving skills to select and demonstrate strategies that help them to critically and creatively solve movement challenges.

**Stage 3**

By the end of Stage 3, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of contextual factors on behaviours and discuss factors that influence how people interact and act in relation to health, safety, wellbeing and participation in physical activity. They plan and practise responses, behaviours and
actions that protect and promote healthy, safe and active lives. Students investigate the effects of physical activity on health and wellbeing and monitor and evaluate physical activity levels. They access and interpret health information and apply skills to enhance their own and others’ health, safety and wellbeing.

Students participate in a wide variety of moderate to vigorous physical activities to apply, refine and adapt movement skills with increased confidence and precision. They perform specialised movement skills and sequences in a variety of contexts. Students propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. Students understand and apply the elements of movement when composing and performing movement sequences with control and coordination. Students demonstrate fair play and skills to work collaboratively. Students demonstrate and adapt tactics and strategies when participating in team games.

Stage 4

By the end of Stage 4, students propose strategies to enhance their health and wellbeing by exploring the interrelationship between health and physical activity. They recognise factors that influence changes and transitions and analyse ways to cultivate resilience. Students analyse the characteristics of respectful relationships and the importance of belonging and connecting to others. They propose actions to promote health, safety and wellbeing for themselves and others in relation to a range of health and physical activity issues. Students are able to think critically about accessing support and health information. They appreciate the need to develop lifelong physical activity habits for health gains.

Students demonstrate control and accuracy when performing specialised movement sequences and skills. Students perform specialised movement skills by proposing and combining movement concepts. They apply movement concepts and select tactics to create, perform and solve movement challenges. Students apply and assess skills in communication, collaboration, critical and creative thinking in a variety of contexts. Students investigate and create plans to achieve movement and fitness outcomes. They participate in a wide variety of moderate to vigorous physical activities to apply, adapt and vary movement skills with increased confidence and precision. Students examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. They apply interpersonal skills to promote safety, collaboration, fair play and inclusivity in physical activity contexts.

Stage 5

By the end of Stage 5, students evaluate a broad range of factors that shape identities and impact on young people’s health decisions, behaviours and actions. They propose strategies and advocate for their own and others health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships and they can contribute to caring and respectful relationships. Students reflect on emotional responses in a variety of situations and protective skills to deal with unsafe situations. Through the design and creation of action plans students learn ways to enhance and support their own and others’ fitness levels and participation in lifelong physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with satisfaction and enjoyment as they compose, perform and appraise movement in various contexts. Students design and perform movement sequences that combine a thorough understanding of the features and elements of composition. In response to unpredictable movement situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply decision-making and problem-solving skills to apply and transfer
 movement skills, concepts and strategies to new and challenging movement situations. They apply
criteria to make judgements about and refine their own and others’ specialised movement skills and
movement performances. Students describe the impact of mechanical factors on skill development
and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts.
They demonstrate the ability to positively influence the physical activity experiences of others
including their peers and family members. They adopt a variety of roles such as leader, mentor,
official, coach and team member, to support and encourage the enjoyable involvement of others.
Content

Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of students.
Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.
Three strand model

The three strand model provides a continuum of learning across K–10 PDHPE. The structure includes a personal development and health focused strand, a physical education focused strand and an interrelated strand designed to authenticate PDHPE concepts. Optional key inquiry questions underpin, shape and organise the flow of content under each strand. Each strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities to interrelate content with other strands should be considered to connect concepts. Strands are designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

The interrelated strand provides connections across the knowledge, understanding and skills students acquire in PDHPE. It makes learning unique as health and physical activity contexts are meaningful and relevant to students. This strand provides a focus for content to promote students health, safety, wellbeing and participation in physical activity.

Health, Wellbeing and Relationships

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations.

Healthy, Safe and Active Lifestyles

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity concepts in maintaining a healthy, safe and active life.

Movement Skill and Performance

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals.

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. For some students with disability, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students’ capacity to demonstrate movement skills.
PDHPE Skills

The PDHPE syllabus provides a unique opportunity for students to develop skills and practices relating to their health, safety, wellbeing and participation in physical activity. At the core of PDHPE, students explore, strengthen and refine skills across three domains:

- self-management
- interpersonal
- movement skills.

These skills contribute to student learning, development and their ability to live healthy, safe and active lives. Opportunities to develop skills are identified by codes at the end of the relevant content.

For example:

Students:
- practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M φ

Students are provided with an opportunity to develop at least one skill from each domain across each stage of learning. Schools have the flexibility to address each domain in a manner that reflects their own context, ethos and needs of students.

Self-management skills (S)

Self-management skills are intended to build a student’s capacity to be confident, independent, optimistic and resilient. These skills enable students to become self-aware and develop and refine self-monitoring and self-evaluative behaviours. The power of self-management is its emphasis on building a feeling of greater control over one’s own behaviour, ability to manage and cope in stressful situations and take personal responsibility for ones’ actions. The self-management domain includes decision-making, problem-solving and help-seeking skills which are important for managing healthy, safe and active lifestyles.

- **Skills for strengthening personal identity**
  - building self-concept, self-confidence and self-esteem
  - self-monitoring of thoughts and feelings
  - self-evaluation
  - goal-setting
  - resilience
  - perseverance.

- **Self-awareness**
  - recognises emotions
  - develop greater control and responsibility for our actions, feelings and behaviours
  - awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses.

- **Emotion and stress management**
  - optimistic thinking
  - coping skills
  - time management.

- **Decision-making and Problem-solving**
  - information-gathering
  - finding solutions to problems
  - analysis.
• **Help-seeking**
  - recognising when help is needed
  - accessing support and support networks.

**Interpersonal skills (I)**
Interpersonal skills build a student’s capacity to effectively relate to and interact with other people. Children and young people learn and develop interpersonal skills through interactive experiences that involve various forms of communication and collaboration. They build empathy by learning to respond and understand others and their points of view. Building skills in negotiation, refusal, conflict management and being able to confidently express feelings will support students to build and manage relationships that are caring and respectful.

• **Communication skills**
  - verbal/non-verbal communication
  - active listening
  - expresses feelings/ gives feedback (without blame) and receives feedback.

• **Collaboration, inclusion and relationship building**
  - expresses respect for others’ contributions
  - fosters connectedness
  - uses abilities and strengths
  - assesses own abilities and contributes back to the group.

• **Empathy building**
  - demonstrates active listening behaviours and expresses understanding of others’ needs and circumstances
  - negotiation and conflict management
  - assertiveness
  - refusal skills.

• **Leadership and advocacy**
  - influencing skills and persuasive skills
  - networking and motivation skills.

• **Social awareness**
  - appreciates difference and diversity
  - contributes to their community.

**Movement skills (M)**
Movement skills are important for the development of children and young people. They enable students to engage in and enjoy the benefits of regular, vigorous physical activity. Developing fundamental movement and tactical movement skills in PDHPE and sport provides students with the opportunity to experience efficient movement, the health effects of movement, and to participate in lifelong physical activity as confident, creative and competent movers.

• **Fundamental movement**
  - stability/ body control (spatial awareness, balance, coordination)
  - object control (body positioning, control, rotation, direction, force and precision)
  - locomotor skills (travel, rhythm, body control, coordination, safe landing, precision, agility, direction)
  - sequencing/combination skills (connects a variety of skills to perform movement sequences, transitions from one skill to another)

• **Tactical movement**
  - selection, application, transference, adaptation and evaluation of movement skills
- application of movement concepts, rules, strategies and tactics
- assessment of rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.
Learning Across the Curriculum

for your information

NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered important for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, communication and information technology skills.

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA Statement of Equity Principles, the Melbourne Declaration on Educational Goals for Young Australians (December 2008) and in the Australian Government’s Core Skills for Work Developmental Framework (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:
- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:
- Civics and citizenship
- Difference and diversity
- Work and enterprise
Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures cross curriculum area encompasses the concepts of Country and Place, People, Cultures, and Identities. Through the study of PDHPE, students will have the opportunity to learn about and celebrate Aboriginal and Torres Strait Islander Peoples and their cultures. In PDHPE, students build their knowledge and understanding of cultural and spiritual beliefs to lead healthy, safe and active lives. Students explore the significance of family and kinship structures as they consider the influence of social and cultural relationships and their connection to personal health decisions, behaviours and choices. Students are provided with practical learning experiences where they participate in physical activities and endorsed cultural practices including, with appropriate local community guidance, traditional and contemporary Aboriginal and Torres Strait Islander physical activities, games and cultural dance. Students develop an understanding of the significant contribution of Aboriginal and Torres Strait Islander Peoples towards Australian sport, identity and sustainable health practices. Students explore issues of discrimination, racism, pro-social behaviour and their histories to deepen and enable their capacity to promote an equitable Australian society, maintaining or enhancing the health, safety, wellbeing and participation in physical activity of Aboriginal and Torres Strait Islander Peoples.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia’s Engagement with Asia

The study of PDHPE provides valuable opportunities for students to explore attitudes and behaviours that reflect cultural understanding, empathy and respect to enable them to appreciate and engage with the diverse cultures, traditions and belief systems of the Asia region. Students examine the mind-body-spirit connection across the cultures of the Asia region and explore how this influences individual and community health, safety, wellbeing and participation in physical activity. In PDHPE, students explore health and movement in the context of Asia and recognise the influence of traditional and contemporary movement activities from the Asia region within Australian culture. In particular, students explore the importance of social and cultural practice on individual and community participation in physical activity and participate in a range of physical activities and games of significance from the Asia region.

Sustainability

In PDHPE, students explore how they connect and interact with natural and built environments, with people in different social groups at home, at school and within their wider communities. Students explore how actions to improve sustainability are both an individual and shared responsibility. They consider how promoting, supporting and sustaining the environments they live in can play an important role in contributing to health, safety and active lives of individuals and the community. The study of PDHPE offers opportunities for students to reflect on their values and attitudes and develop the knowledge, understanding and skills necessary for them to practise and adopt more sustainable ways of living. Students examine environmental factors that impact on the health, safety, wellbeing and physical activity of individuals and groups. They are supported to develop and build on their strengths to take positive action and create solutions to address environmental issues. Through
movement experiences, students are provided with opportunities to develop a connection in and with outdoor and natural environments and to develop an appreciation of the interrelationship between the health, safety and wellbeing of people and their environments.

Critical and Creative Thinking

In PDHPE, students develop critical and creative thinking as they investigate the interrelationship between health, safety, wellbeing and participation in physical activity. Students think critically about the qualities and attributes that build resilience, enhance and maintain caring and respectful relationships. They develop and practise strategies to assess the credibility and accuracy of available health information and resources and use critical and creative thinking to take action to promote the health, safety and wellbeing of various groups in relation to a range of health issues. Students think critically and creatively to propose actions and behaviours that build inclusivity, promote a sense of belonging and create connectedness within the communities in which they study, work and live. Students are provided with the opportunity to reflect on and challenge norms and stereotypes. Through movement, students develop and refine movement concepts and strategies that require them to think both critically and creatively to improve performance, solve movement challenges and persist in achieving set goals.

Ethical Understanding

Ethical understanding relates to students building a strong personal and social perspective and an awareness of the influence that their values and behaviour have on others. The study of PDHPE is ideal for providing students the opportunity to compare and strengthen their own ethical understanding. At the core of PDHPE sits the development and refinement of self-management and interpersonal skills, a key focus being on the awareness of rights, actions and attitudes and the importance of treating others with respect, integrity, compassion and appreciating diversity and equality for all. Through investigation of current health issues affecting children and young people, students learn to form and make ethical judgements in relation to codes of practice and ethical principles within various health and physical education contexts. In PDHPE, students develop a perspective and stance on ethical behaviour with regards to respectful relationships, addressing discrimination and safe internet use. PDHPE supports students to understand the consequences of their actions and how to make ethical decisions at school, at home, in the community, in relationships, when using digital technologies and on the sporting field. Through practical learning experiences, students explore concepts of fair play, equitable participation, empathy and inclusion and develop the capacity to apply these concepts in movement based contexts.

Information and Communication Technology Capability

PDHPE is well placed to develop ICT competence as students learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, home and in their communities. In PDHPE, students use ICT tools to access information, create content, communicate and interact, seek help and access and analyse movement, physical activity and performance. Students are provided with opportunities to locate, select, share and critically evaluate health information using digital technologies. In particular, students develop their self-management and interpersonal skills to assist them to address personal and relationship issues, issues of discrimination, seek help for themselves and others and to become critical and confident consumers. They explore ways to maximise their own and others’ safety in a digital environment and examine the implications of ICT in establishing and maintaining respectful relationships. Through the study of PDHPE, students are encouraged to use a range of ICT tools to measure and enhance movement performances and to safely and critically access online health and physical activity information,
products and services to manage and promote their own health, safety, wellbeing and participation in physical activity.

**Intercultural Understanding**

Intercultural understanding is an essential element in the study of PDHPE. Students develop their intercultural understanding through PDHPE by first learning about self-concept and personal identity. Students develop an understanding of their own identity in relation to others from diverse backgrounds and cultures. As students learn to value their own identity, cultures and beliefs, and those of others they come to create connections, recognise similarities and differences and cultivate mutual respect. Students explore the significance of kinship in relationships and how a sense of connection to Country/Place enhances health and wellbeing. Through practical learning experiences students learn about and participate in physical activities, games and dance from their own and others’ cultures and explore the importance of culture on participation in physical activity and sport.

**Literacy**

In PDHPE, students are provided with opportunities to develop and build on their literacy skills through the acquisition of specific terminology and language related to health and physical activity concepts. Learning in PDHPE encourages students to develop skills that empower them to be critical consumers, with the ability to access, interpret, analyse, challenge and communicate the dynamic nature of information and influences in the field of health and physical education. Students are provided with opportunities to practise communication such as oral, written, visual and digital forms of communication to promote and enhance the health, safety, wellbeing and participation in physical activity of individuals and groups within various contexts. This includes learning to communicate with a variety of audiences, express their own ideas, emotions and opinions in respectful and appropriate ways. Students develop skills to seek help for themselves and others. They develop their understanding of and utilise health and physical activity related terminology as they provide feedback on movement performances and critically analyse a range of visual and multimodal health messages.

**Numeracy**

Numeracy capability in PDHPE is reflected in students becoming confident, willing and able to apply mathematics in their lives in meaningful and constructive ways in relation to health and physical activity concepts. Learning in PDHPE provides students with opportunities to use calculation, estimation, measurement and to collect, interpret and present data related to nutrition, fitness and physical activity. Initially students identify how their body moves in relation to effort, space and time. They apply analytical skills to show relationships when composing and performing movement sequences. Students apply data analysis skills to identify trends and patterns in health and physical activity behaviours to monitor and provide feedback on the body’s reaction to a range of physical activities. Students interpret and analyse health and physical activity information to recognise risks, make predictions and inform health decisions and choices.

**Personal and Social Capability**

In PDHPE, students develop personal and social capabilities as they engage in meaningful experiences that build a strong sense of personal identity, recognising their personal strengths and those of others. They may develop a capacity to empathise with others. Students develop skills to navigate through changes and challenges in life. They are provided with opportunities to value diversity and understand the importance of building caring and respectful relationships. In PDHPE, students are provided with opportunities to express and reflect on their opinions, beliefs and values. This enables them to become independent learners who can apply the knowledge and skills of health
and physical activity to choices they make both now and in the future. Through working collaboratively in the classroom and the natural environment, students develop their interpersonal and social skills and develop an appreciation for the different insights and perspectives of their peers. Using movement concepts and feedback, students develop their personal capabilities to improve performance and solve movement challenges.

Civics and Citizenship

Learning in PDHPE provides opportunities for students to develop the knowledge, understanding, skills, values and attitudes for being responsible, informed and active participants in their local, national and global communities. Through the study of PDHPE, students explore ways they can positively contribute to their communities and practise, plan and implement strategies that enhance and promote the health, safety, wellbeing and participation in physical activity of themselves and others. Students are encouraged to question and be critical consumers of health products, information and services which are designed to address the health needs of children and young people. In PDHPE, students explore safe upstander and pro-social behaviours in relation to addressing bullying and other forms of discrimination in various social and online environments. Through a range of movement contexts students negotiate and perform a variety of roles and responsibilities and are provided with opportunities to evaluate the contribution of themselves and others when working in groups or teams.

Difference and Diversity

PDHPE develops students’ understanding and appreciation of difference and diversity. In PDHPE, students are provided with opportunities to learn about empathy and inclusivity, interpret different perspectives and challenge stereotypical or prejudicial representations of social and cultural groups within the context of health and physical education. Students learn about the diverse meaning of health and physical activity within their communities and explore how different cultural groups value the mind-body-spirit connection to health and wellbeing. Through studying groups, students can recognise their similarities with other people, better understand their differences and are provided with the opportunity to demonstrate respect for diversity and the human rights of all people in a range of health and movement based contexts. Students are provided with opportunities to practise and plan inclusive strategies to promote the health, safety and wellbeing of groups and develop skills of advocacy on behalf of themselves and others.

Work and Enterprise

The learning experiences in PDHPE provide a foundation that enable students to engage, actively contribute and advocate in their communities, workplaces and other pathways beyond school. Students develop an appreciation of the value of working individually and collaboratively as they learn in movement, about movement and through movement. PDHPE provides opportunities for students to prioritise safe practices and understand potential risks as they use classroom materials and specialised equipment. Students explore the social and cultural aspects related to work and examine the contribution workplace behaviours and relationships have on their own and others’ health, safety, wellbeing and participation in physical activity. PDHPE provides opportunities for students to develop and enhance the self-management and interpersonal skills required for effective participation in work environments, including collaboration, leadership, decision making, communication and negotiation skills. The literacy skills developed through the study of PDHPE provide a platform for students to be confident contributors to the workplace and to promote and advocate for their own and others’ workplace rights and responsibilities now and into the future.
Content for Early Stage 1

Health, Wellbeing and Relationships

Outcomes

A student:
› describes who they are and how people grow and change PDe-1
› identifies people and demonstrates protective behaviours that help keep themselves healthy, resilient and safe PDe-2
› communicates ways to be caring and respectful of others PDe-3
› explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity PDe-6
› explores different emotional responses PDe-9
› uses personal and social skills to interact positively with others PDe-10

Key Inquiry Questions

● How are our strengths identified?
● How do we grow?
● How do we care for each other?

Overview of Teaching and Learning

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students explore personal strengths and how people grow. They identify and distinguish emotional responses people experience in different situations and practise interpersonal skills to interact positively with others.
Content

How are our strengths identified?

Students:
- identify personal strengths, for example: (ACPPS001)
  - identify their unique qualities S
  - participate in a range of cooperative activities and explore which ones they enjoy and what makes them enjoyable I
  - identify ways they can use their strengths to help themselves and others to stay safe in various environments S

How do we grow?

- identify how people grow and change, for example:
  - identify parts of the body and describe how their body grows and changes eg appearance (ACPPS002)
  - identify external body parts and name their functions eg ears are for hearing
  - explore differences in individual bodies that make them unique and special eg size, shape, colour, male and female anatomy S
  - recognise the terms private and public are associated to parts of the body and understand the contexts when body parts should be kept private

How do we care for each other?

Students:
- identify and describe emotional responses people may experience in different situations, for example: (ACPPS005)
  - identify and describe different emotions eg people who are happy, sad, excited, tired, angry or confused S
  - recognise emotional responses experiences that can indicate unsafe situations eg scared, worried
  - learn and use appropriate language and actions to communicate their feelings in different situations I
  - communicate in appropriate ways eg use verbal and non-verbal communication to demonstrate understanding I
  - recall and share emotional responses to different situations and represent these in a variety of ways S
  - read and view stories about adventures and communicate how characters feel and react when facing challenges, taking risks or during emergencies S

- practise interpersonal skills to interact positively with others, for example: (ACPPS004)
  - recognise how it feels to be included in activities I
  - demonstrate active listening behaviours and respond to others I
  - show understanding of the contemporary use of Aboriginal yarning circles I
  - practise interpersonal skills to be an effective group member eg express needs, wants and feelings appropriately, active listening, self-control, sharing and helping I
  - listen and respond to others when participating in physical activity to achieve agreed outcomes I
  - identify ways to show they care for others eg family, peers I
  - share ideas about people who care for them eg parents/carers S I
  - identify people that can help in different situations eg when injured, hurt, upset, sad or worried about a friend or a family member S
  - recognise that being kind, fair and respectful to others can support class health, safety and wellbeing I
Healthy, Safe and Active Lifestyles

Outcomes

A student:
› identifies people and demonstrates protective behaviours that help keep themselves healthy, resilient and safe PDe-2
› explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-6
› identifies actions that promote health, safety, wellbeing, movement and participation in physical activity PDe-7
› explores how regular physical activity keeps individuals healthy and well PDe-8
› explores different emotional responses PDe-9
› uses personal and social skills to interact positively with others PDe-10

Key Inquiry Questions

● How do we make positive, healthy and safe choices in different situations?
● What helps us to stay healthy and safe?
● What choices can help to make a safe, supportive and active community?

Overview of Teaching and Learning

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students learn about what and who supports themselves and others to be healthy, safe and active citizens. They are provided with opportunities to develop their knowledge, understanding and skills to develop their self-management and interpersonal skills to positively interact with others. Students apply these skills across multiple contexts to establish and manage healthy, safe and active lives. Students participate in movement-based learning experiences to strengthen their movement competence and develop positive attitudes towards participation in physical activity and making active choices.
Content

How do we make positive, healthy and safe choices in different situations?

Students:
- practise interpersonal skills when participating in various activities, for example:
  - participate in games and activities where they are required to make choices and cooperatively share equipment, materials, and spaces S I M  
  - demonstrate a number of skills and actions for safety eg assertiveness, refusal skills, telling, persistence I  
  - identify choices to enhance environmental safety eg obey warning signs and signals, not touching dangerous objects  
  - practise ways of seeking help in a range of different scenarios eg call 000 during an emergency, No-Go-Tell S  

- make connections between feelings, thoughts, body reactions and body language, for example:
  - discuss the concept of privacy and recognise unsafe reactions and body signals eg NO feelings S  
  - communicate safe and unsafe thoughts and feelings and compare how characters in stories think, feel and react in different situations S  
  - participate in games and physical activities and recognise how it can benefit their mental health eg self-esteem, feeling calm and relaxed M  
  - participate in different physical activities and explain their body response before, during and after the activity M  
  - share what they enjoy about being physically active and describe how it feels to be included and to work cooperatively with their peers’ I  
  - compare the physical activities in which participate and create a personal list of preferred physical activities using ICT tools S  

What helps us to stay healthy and safe?

Students:
- describe how individuals help one another to stay safe and feel supported, for example:
  - recognise what makes an environment safe and supportive eg online, home, school, community, water and road environments I  
  - recognise people they trust, who keep them safe and how they make them feel supported  
  - express ways of showing kindness and care to others S I  

- describe how Aboriginal people stay safe on-Country, for example:
  - identify customary Aboriginal walking tracks in the local community or region and discuss the health benefits associated with caring for Country I  
  - identify themes in Aboriginal stories that teach children how to stay safe I  

What choices can help to make a safe, supportive and active community?

Students:
- identify a number of possible actions and behaviours to stay safe and be supportive, for example:
  - recognise appropriate touch and explore how to respond to inappropriate touch eg No-Go-Tell S  
  - discuss different ways that the community and built environments support people and help to keep them safe I  
  - identify situations where help is required and demonstrate how to seek and give help S  
  - recognise dangers related to household medications and substances and discuss how they could be used and stored safely I  

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recognise safety symbols and procedures for their own and others safety in various water environments eg never swim alone, swim between the red and yellow flags I ❄️.CodeAnalysis.
understand and follow safe travel procedures eg use seatbelts and safety restraints, wear a helmet, hold an adults’ hand I ❄️.CodeAnalysis.
identify contextual factors that influence safety eg family, peers, media, environment S ❄️.CodeAnalysis.

- identify safe and positive health practices and display actions that promote health and wellbeing, for example: (ACPPS006):
  - identify safe use of technology eg limit screen-time, follow school rules when online I ❄️.CodeAnalysis.
  - communicate the importance of personal hygiene and demonstrate good hygiene practices S ❄️.CodeAnalysis.
  - recall playground rules and explore a range of ways to be safe and active through play in the outdoors I ❄️.CodeAnalysis.
  - discuss the advantages of customary diets of Aboriginal Peoples on Country I ❄️.CodeAnalysis.
  - explore foods that contribute to good health and balanced eating habits I ❄️.CodeAnalysis.
  - identify preventive measures that enhance health eg sun protection, disease prevention, personal hygiene S ❄️.CodeAnalysis.

- perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities, for example:
  - perform a range of safety and confidence skills in water environments eg survival skills I ❄️.CodeAnalysis.
  - participate in games and physical activities that require awareness of personal safety and boundaries eg games and sports, aquatics I ❄️.CodeAnalysis.
  - recognise the benefits of being physically active and participate in movement activities that develop fitness I ❄️.CodeAnalysis.
  - identify how regular physical activity can support health and wellbeing and participate in games where cooperation and inclusion are important for success S I ❄️.CodeAnalysis.
  - demonstrate appropriate use of equipment, follow rules and respond to commands when participating in physical activities S I ❄️.CodeAnalysis.
Movement Skill and Performance

Outcomes

A student:

› practises and demonstrates fundamental movement skills and sequences using different body parts PDe-4
› explores possible solutions to movement challenges through participation in a range of activities PDe-5
› uses personal and social skills to interact positively with others PDe-10
› demonstrates how the body moves in relation to effort, space, time, objects and people PDe-11

Key Inquiry Questions

● How do we move our bodies?
● How can we solve problems when moving?
● How do we participate with others when we are active?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students develop and practise movement skills and sequences through active play and structured movement activities. They are provided with opportunities to learn through movement to improve competence and confidence in their movement abilities. Students learn about movement as they participate in physical activity in a range of different settings. Students should be provided with opportunities to explore movement challenges from a variety of contexts such as rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. Students are provided with opportunities to develop self-management and interpersonal skills through movement. They learn about their strengths and actions they can take to keep themselves and others safe when participating in physical activity.

Content

How do we move our bodies?

Students:

● demonstrate movement skills and movement sequences while using and sharing equipment and space, for example:
perform locomotor skills in any direction from one point to another eg walk, run, gallop, hop, skip
perform fundamental movement skills to send, control and receive objects at different levels and in different ways with and without equipment eg throw, catch, bounce, strike
maintain stability and stillness on different bases of support
create movement sequences without equipment eg formations in rhythmic and expressive activities
perform a range of water safety and water familiarisation skills, eg blow bubbles under water, enter and exit the water safely and with confidence, float on front and back holding a buoyant aid and recover to secure position
push and glide with or without aids in water and submerge with assistance

- identify and describe how their body moves in relation to effort, space, time, objects and people, for example:
  - respond with movement to stimuli, eg rhythm, beat, music and words
  - observe and repeat movements that require actions of the whole body, eg travelling, forming shapes with the body, transferring body weight and replicating simple combinations of skills
  - move at different speeds, different levels and in different directions with others in a designated area
  - describe body positions when performing a range of different movements

- participate in games with and without equipment, for example:
  - participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries
  - participate in local community-endorsed Aboriginal and/or Torres Strait Islander games
  - participate in games from a range of cultures
  - participate in minor games responding to stimuli eg cooperation games, imagination games, simple ball games
  - show understanding of language used in games and activities by responding to verbal and non-verbal directions

- participate in play that promotes engagement with outdoor settings and the natural environment, for example:
  - explore a range of ways to play and be active in outdoor or natural settings
  - understand how to be safe in the outdoors through play in a range of natural environments
  - play traditional games from other cultures using natural materials eg Aboriginal and Torres Strait Islander cultures

How can we solve problems when moving?

Students:
- test possible solutions to movement challenges through trial and error, for example:
  - attempt different ways to solve a movement challenge and discuss which ways were successful or not eg use signals, cooperation, modify rules, change formations
  - trial a number of techniques when trying new movement activities eg position, focus, direction
  - identify options and make positive choices when faced with a decision about how they participate in a movement activity
How do we participate with others when we are active?

Students:

- cooperate with others and follow rules when participating in physical activities, for example:
  - relate appropriately to others in play situations, eg share equipment, materials and space ☀️
  - work with a partner or small group to complete a movement task or challenge ☀️
  - mirror a partner while moving to stimuli ☀️
  - use words or body language to communicate intentions clearly when playing minor games ☀️
  - follow instructions for personal safety, fair play and appropriate use of equipment ☀️
  - identify boundaries, eg personal space and playing area ☀️
Overview of Subject Matter Early Stage 1

The following overview is provided to assist teachers in planning ways in which they can cover content in this stage.

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### Overview of subject matter

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Note: These will be further elaborated once final feedback on content has been confirmed.
Content for Stage 1

Health, Wellbeing and Relationships

Outcomes

A student:
› identifies the characteristics that make them similar and different to others PD1-1
› describes the qualities that enhance relationships PD1-3
› understands contextual factors that influence themselves and others PD1-6
› demonstrates emotional responses that account for their own and others feelings PD1-9
› practices and describes ways to promote inclusion to make themselves and others feel they belong PD1-10

Key Inquiry Questions

● How do our strengths shape who we are?
● How do we grow and change over time?
● How do we develop respectful relationships with others?

Overview of Teaching and Learning

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

The content enables students to explore their sense of self and the contextual factors that contribute to and influence their identity. Students learn about emotions, how to enhance their interactions with others and the physical, emotional and social changes they go through as they grow older.
Content

How do our strengths shape who we are?

Students:
- describe their own and others’ strengths and achievements and identify how these contribute to personal identity, for example: (ACPPS015)
  - recognise characteristics that make them both similar and different to others
  - describe their unique qualities and strengths and how this makes them feel
  - access stories where characters demonstrate strength and how these help the character achieve positive outcomes (ACPPS001)
  - participate in games and physical activities and describe how others’ strengths contribute to successful outcomes

How do we grow and change over time?

- describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community, for example: (ACPPS016)
  - describe changes in their physical appearance now compared to when they were younger
  - identify body systems and parts eg skeletal, senses, male and female anatomy
  - recognise private and public body parts to understand basic needs and rights
  - discuss how family and community may have stereotypical expectations for girls and boys
  - identify and describe significant relationships in their lives and how these have changed over time
  - discuss ways families, parents/carers and cultural groups acknowledge and celebrate major stages of development
  - identify independent tasks and explain how these have changed since they were younger

How do we develop respectful relationships with others?

- describe ways to develop respectful relationships and include others to make them feel they belong, for example: (ACPPS019)
  - identify groups they belong to and why they are important
  - display cooperation and observe rules in group activities eg taking turns, communicate and respond to others appropriately, express appreciation to others
  - recognise how people feel when they are included and excluded from groups and activities
  - explore kinship as an important part of Aboriginal and Torres Strait Islander cultures
  - explore the significance of storytelling in dance, music and song from different cultures including Aboriginal Dreaming or Creation stories
  - identify and practise emotional responses that account for their own and others’ feelings, for example: (ACPPS020)
    - identify different emotional responses to a range of safe and unsafe situations eg excitement, anxiety, fear
    - predict how a person might feel based on the words used, facial expressions and body language
    - recognise own emotions and demonstrate positive ways to responding different situations eg kinds of touch, assertiveness, seeking help
    - understand how a person’s reaction to a situation can affect others’ feelings
Healthy, Safe and Active Lifestyles

Outcomes

A student:
› describes and uses strategies people can use to feel comfortable, resilient and safe in situations PD1-2
› understands contextual factors that influence themselves and others PD1-6
› explores actions that help make home and school a healthy, safe and active space PD1-7
› participates in a range of opportunities that promote physical activity PD1-8
› practises and describes ways to promote inclusion to make themselves and others feel they belong PD1-10

Key Inquiry Questions
● How can I support my own, and others health, safety and wellbeing?
● How can I act to help make my environments healthy, safe and active spaces?
● What influences my decisions to be healthy, safe and physically active?

Overview of Teaching and Learning

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students are provided with opportunities to explore actions that enhance their own and others health, safety, wellbeing and participation in physical activity. Through practical application students develop help seeking skills and adopt strategies that help to keep themselves and others healthy, safe and active. Students explore health messages and describe how they relate to decision making and health behaviours. Through active participation in a variety of movement based learning experiences students develop their self-management and interpersonal skills to support others.

Content

How can I support my own and others’ health, safety and wellbeing?
Students:
● describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)
   – recognise safe choices for a variety of situations eg online, travelling to and from home I o
   – describe feelings and warning signs that can help them recognise safe or unsafe situations I o
- predict outcomes of personal choices in order to make safe decisions S 📢 📢
- recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency S 📢 📢
- understand appropriate use, administration and storage of medications S 📢 📢
- identify and participate in opportunities that promote healthy decisions eg free time play S 📢
- identify opportunities that could encourage themselves and others to be physically active at school, home and in the community eg recreational activities, moderate to vigorous games S 📢 📢

- practise strategies they can use to support their own and others’ health, safety and wellbeing, for example: (ACPMP030)
  - explore reasons for personal food choices and eating habits I 📢 📢 📢
  - identify food groups and explore how eating healthy foods can benefit health and wellbeing I 📢
  - understand personal hygiene routines that promote health eg dental care, cleanliness 📢 📢
  - describe preventative practices to improve health and safety eg wear protective clothing and equipment, sun protection, disease prevention measures I 📢 📢
  - develop respectful relationships with peers and other people through interaction and cooperation in organised group activities S I 📢
  - use positive communication to encourage others and express appreciation when others give help S I 📢 📢
  - recall people they can contact to support themselves and others eg phone numbers of organisations, emergency organisations S I 📢 📢
  - rehearse help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance eg No-Go-Tell S I 📢
  - develop and demonstrate inclusive strategies to work cooperatively in games and physical activities I M 📢 📢

How can I act to help make my environments healthy, safe and active places?
- explore actions and opportunities to promote and celebrate healthy, safe and active living for example:
  - describe places set aside in the community and at school for play and consider how people use them S 📢
  - participate in new and unfamiliar physical activities to develop fitness and health I M 📢 📢 📢
  - describe how being fair and respectful during activities contributes to their own and others health, safety and wellbeing I M 📢 📢 📢
  - communicate actions for safe travel eg pedestrian and passenger safety, avoid distractions, wear a helmet when travelling on wheels S 📢 📢
  - explore actions to stay safe in a range of water environments eg safe places to swim, water survival strategies S 📢 📢
  - identify items not to be shared to keep others safe due to contamination, infection, allergies or anaphylaxis S 📢 📢
  - explain how rest, mindfulness and sleep are important actions for their own health and wellbeing I 📢
  - explore the benefits of regular physical activity to health and wellbeing 📢
  - implement sustainable practices in the classroom to improve the health and wellbeing of the class S I 📢 📢
  - create their own positive message about health, safety or physical activity using ICT tools eg multimedia software, and communicate it with the class S I 📢 📢
What influences my decisions to be healthy, safe and physically active?

Students:

- explore health and safety influences that benefit Aboriginal and Torres Strait Islander cultures
  - recognise the benefits of bush tucker as part of a balanced diet
  - research bush tucker and create a family meal using bush tucker ingredients
  - describe the safety factors involved in being connected to a community eg Elders and knowledge holders

- examine contextual factors that influence their own and others’ decisions and behaviours for example: (ACPPS021)
  - recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time eg family, peers, people in their community
  - recognise and discuss how cultural knowledge, practices and customs are used to pass on significant health information from one generation to the next
  - describe choices and factors that impact on their own and others health and safety eg environmental safety, pollution
  - explore media health messages and slogans and describe the decisions and behaviours they encourage
  - explore influences on participation in physical activity eg enjoyment, individual v partner activities, friendship, challenge
Movement Skill and Performance

Outcomes

A student:
› performs fundamental movement skills in a variety of sequences and situations PD1-4
› proposes a range of alternatives to solve movement challenges through participation in a range of activities PD1-5
› practises and describes ways to promote inclusion to make themselves and others feel they belong PD1-10
› incorporates elements of effort, space, time, objects and people in creating and performing simple movement sequences PD1-11

Key Inquiry Questions

● What are the different ways we can move our body?
● How can we move to improve our involvement in physical activity?
● How can we participate safely and fairly during physical activity?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students are provided with opportunities to learn through movement. They broaden the range and complexity of movement skills they are able to perform and learn how to apply simple movement skills and sequences individually, in groups and in teams. Students further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment. Students should be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. In addition, students are provided with opportunities to develop personal, self-management and interpersonal skills through movement settings.
Content

What are the different ways we can move our body?

Students:
- demonstrate movement skills and movement sequences in a variety of contexts, for example:
  - perform locomotor movements using different body parts to travel in different directions eg walk, run, gallop, hop, slide, skip, jump, leap
  - perform fundamental movement skills involving sending, controlling and receiving objects with equipment and different parts of the body eg bounce, roll, throw, catch, kick, strike
  - demonstrate balances and describe what helps to maintain stable positions eg gymnastics static balance
  - demonstrate how they can balance on different parts of the body and make different shapes
  - combine fundamental movement skills to perform a simple movement sequence
  - perform a range of water safety and water confidence skills, eg enter and exit the water safely using the edge, perform a sitting dive and swim through a submerged obstacle, move from back float to front float to back float again, demonstrate treading water using either arm scull action to support the body in an upright position or leg action using floatation for support
  - propel their body in water in a streamlined position, using arm action and continuous kicking
- apply movement concepts to create and perform movement sequences, for example:
  - demonstrate changes in speed, direction and level of movement in response to changes in music tempo eg in rhythmic and expressive activities
  - create, follow, repeat and alter movement sequences and games in response to rhythm, music or words eg rhythmic and expressive activities, minor games and sports
  - construct and perform creative and original movement sequences in response to stimuli eg rhythmic and expressive activities
  - perform movements using relationships eg under, over, through and between objects, people and equipment

How can we move to improve our involvement in physical activity?

Students:
- propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)
  - select and implement different movement skills and concepts to be successful in a game and/or sport
  - identify appropriate strategies and/or tactics to influence achievement in games and physical activities
  - compare different types of movements and identify which ones are easier and harder eg locomotor, non-locomotor and manipulative skills
  - persist with more difficult movements in a range of activities regardless of success
  - predict possible outcomes of alternative actions and decide which is likely to be the most effective
  - reflect on their performance and identify and demonstrate ways they can perform a skill more successfully
  - seek and respond to feedback from peers or teachers on their performance
- use strategies to work in group situations when participating in physical activities, for example: (ACPMP030)
  - work cooperatively with a partner when practising new skills
- communicate positively when working in groups to encourage others and promote inclusion  

- describe and/or demonstrate how to include others in physical activity  

- suggest and trial how a game can be changed so that everyone can be involved  

How can we participate safely and fairly during physical activity?

Students:  
- identify rules and fair play when participating in physical activities, for example: (ACPMP032)  
  - explain why rules are needed in games and physical activities  
  - demonstrate turn-taking and safe sharing equipment when participating in minor games  
  - explain how rules contribute to personal safety and fair play and apply them in group activities  
  - communicate how and when themselves and others demonstrate safety and fair play  

- create and participate in games with and without equipment, for example: (ACPMP027)  
  - invent games with rules using one or two pieces of equipment  
  - use stimuli eg equipment, rhythm, music and words to create games  

- identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023)  
  - recognise that physical activities can take place in a range of different environments eg natural and local community settings  
  - learn about and participate in cultural games including local community-endorsed Aboriginal and Torres Strait Islander games  
  - participate in games and physical activities within the school and local community
### Overview of Subject Matter Stage 1

The following overview is provided to assist teachers in planning ways in which they can cover content in this stage.

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### Overview of subject matter

- **Mental health**
  - mindfulness
  - sleep
- **Environmental health and safety**
  - safety in the environment
  - sustainable practices

### Emotions

- Emotional responses
  - self-awareness
  - safe/unsafe emotions and responses effect of emotions on others

### Protective strategies

- Safe/unsafe situations
  - warning signs
  - recognise safe/unsafe situations
- Help-seeking
  - help-seeking strategies
  - people who can support themselves and others
- Decision making
  - influences
  - healthy and safe decisions
  - outcomes of decisions

- Movement challenges
  - game creation
- Movement concepts
  - compare types of movement
- Games and sports
  - movement skills for success
  - cultural games
- Strategies and tactics
  - solve movement challenges
  - movement outcomes and alternate actions
- With and without equipment
  - with a partner
  - using relationships
- Feedback
  - seek and respond to feedback
- Aquatic skills
  - water safety and confidence skills and actions

Note: These will be further elaborated once final feedback on content has been confirmed.
Stage 2

Content for Stage 2

consult

Health, Wellbeing and Relationships

Outcomes

A student:
› explores strategies to manage physical, social and emotional change PD2-1
› explains how respect, empathy and valuing diversity can positively influence relationships PD2-3
› describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity PD2-6
› demonstrates appropriate emotional responses in different situations PD2-9
› selects skills to effectively interpret and manage social situations PD2-10

Key Inquiry Questions

● How are our strengths influenced by others?
● How can we manage change?
● What qualities enhance our relationships?

Overview of Teaching and Learning

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students explore contextual factors that support and contribute to their identity and emotional responses in varying situations. They develop a deeper understanding of how bodies grow and change. Students learn how to build and maintain caring, respectful and inclusive relationships.

Content

How can our strengths influence others?
Students:
● explore how success, challenge and overcoming adversity strengthens identity, for example: (ACPPS033)
– explore contextual factors that influence the development of personal identity eg family, parents/carers, peers, school, gender images and expectations in the media, emerging world issues S ◇
– describe the factors that determine Aboriginal and/or Torres Strait Islander identity ◇
– explain how persistence and meeting challenges can make them feel good and strengthen identity S ◇
– propose ways to respond positively to challenge and overcoming adversity eg positive self-talk, optimistic thinking and help seeking behaviours, appropriate expression of feelings S ◇
– explore how overcoming a challenge or adversity can unite a group of diverse people I ◇

How can we manage change?
Students:
● explore strategies to manage physical, social and emotional change, for example: (ACPPS034)
  – identify people or sources of information they can access to learn about change and seek help and advice eg a trusted adult S ◇
  – discuss physical, social and emotional changes that happen as people get older and how this can impact on how they think and feel about themselves and different situations eg friendships, gender identity, appearance, interests S ◇
  – explain and value differences in growth and development between individuals eg appropriate touching, puberty, physical characteristics S ◇

What qualities enhance our relationships?
Students:
● describe how respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037)
  – describe behaviours that show empathy and respect for the rights of others S ◇
  – discuss reconciliation in Australia and how it builds understanding and respectful relationships and the positive impact on Aboriginal and Torres Strait Islander Peoples, histories and cultures S I ◇
  – predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them eg confronting discrimination S ◇

● investigate how emotional responses vary in depth and strength, for example: (ACPPS038)
  – recognise their own emotional responses to different situations and how these might differ to others personal, social and cultural values S ◇
  – describe strategies they can use to predict and manage their emotions before making a decision S ◇

● make positive contributions to group activities, for example:
  – make contributions to group discussion following agreed rules eg cooperation, sharing I ◇
  – demonstrate assertive responses and disagree in acceptable ways S I ◇
  – work in a group to achieve a set task or goal I ◇

● investigate diverse Aboriginal and/or Torres Strait Islander and other peoples’ cultural heritages and cultures to explore strategies to value respectful relationships (ACPPS042)
  – explore local Aboriginal culture and its heritage and propose ways to show respect and value diversity in the community S I ◇
  – investigate ways different cultures celebrate important events and develop a sense of belonging in their community S I ◇
Healthy, Safe and Active Lifestyles

Outcomes

A student:
› recognises and explains strategies that can be used in situations to make them feel comfortable, resilient and safe PD2-2
› describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity PD2-6
› describes strategies to make home and school healthy, safe and active spaces PD2-7
› investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD2-8
› demonstrates appropriate emotional responses in different situations PD2-9
› selects skills to effectively interpret and manage social situations PD2-10

Key Inquiry Questions

● What skills and strategies can I use to feel healthy, safe and empowered?
● How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?
● What are the benefits of regular physical activity?

Overview of Teaching and Learning

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Through an inquiry based approach, students are empowered to apply knowledge, understanding and skills to take action to enhance their own and others' health, safety, participation in physical activity and wellbeing. Students explore a range of social situations to develop understanding of health, safety, physical activity and wellbeing concepts. Students explore the benefits and importance of regular physical activity in maintaining health and fitness. Students are provided with opportunities to design strategies that promote their own and others' health and safety and help to increase levels of physical activity at home and at school.
Content

What skills and strategies can I use to feel healthy, safe and empowered?

Students:

- describe how their own and others’ strengths, skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example:
  - discuss their own unique abilities and strengths in relation to self-management and interpersonal skills SI
  - explain how their level of skill can influence their participation in games and physical activities eg rhythmic and expressive activities, games and sports SI
  - recognise types of abuse and bullying behaviours and identify safe and supportive upstander behaviour SI

- analyse physical and emotional responses that indicate when they and others feel safe or empowered for example:
  - compare feelings they experience in a variety of safe and unsafe situations SI
  - explore scenarios that identify unsafe responses and behaviours eg warning signals, secrets, threats, bribes, violence, risk SI
  - predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered SI
  - explain how accomplishing challenges makes them feel good about themselves and builds confidence to try new things eg positive risk-taking SI

- identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036)
  - assess and compare the accuracy of information about health and safety provided to them by external sources S
  - practise responses and behaviours that promote personal safety in unsafe situations eg No-Go-Tell, persistence, seek assistance S
  - identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and others S
  - identify and rehearse protective and safe travel behaviours eg safe crossing, minimise distractions, use safety equipment when travelling on wheels S
  - recognise and rehearse water safety strategies and skills eg entry and exit, check for underwater obstacles I
  - recognise practices that prevent lifestyle disease and support health eg balanced eating habits, participation in physical activity, use of hygiene and health care products I

How can I take action to enhance my own and others health, safety, wellbeing and participation in physical activity?

Students:

- discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example: (ACPPS039)
  - identify medical conditions that influence personal choices and decisions I
  - discuss why children use drugs for medical and non-medical reasons I
  - describe the effects of tobacco and alcohol on the body and demonstrate refusal skills to enhance their own health S
  - share ideas, feelings and opinions about the influence of peers and significant others in relation to bullying, discrimination, eating habits and nutrition, drug use, online safety and physical activity levels I
  - explore the influence of environment and culture on their own and others health choices in relation to food practices eg school and community food gardens I
– explain how Aboriginal and/or Torres Strait Islander People’s connection to Country influences their own and others health and wellbeing

– recognise situations that influence lifestyle disease or injury eg personal hygiene, environmental safety, road environment distractions

– discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey eg food choices

• recognise their responsibility to contribute towards a healthy, safe and active environment for themselves and others, for example:
  – identify problem situations in the playground and classroom and suggest ways to improve their environment
  – describe factors that impact on participation in physical activity and develop plans to increase their own and others physical activity levels
  – recognise and practice strategies that nurture mental health and wellbeing eg mindfulness, relaxation
  – identify a range of programs and services in the community that promote and protect different cultural heritages
  – research people and places that offer advice and support to themselves and others’ and share this information with peers using ICT tools eg, online collaboration tools, multimedia presentations
  – discuss preventive health measures for sun protection and disease to adopt actions that protect their own and others health
  – explore options for healthy eating eg identify healthy and unhealthy snack foods

• suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example: (ACPPS042)
  – take action to adopt and promote healthy food choices and sustainable practices at home and at school eg healthy cooking
  – explore strategies and take part in action plans that respect and celebrate their own and others’ cultural diversity
  – recognise how regular physical activity promotes healthy and active communities and access opportunities to be active while they are at school and in the community
  – promote positive health, safety and physical activity messages within their school using various forms of ICT tools eg multimedia presentations, online collaboration tools
  – analyse patterns of physical activity over time using ICT tools to record and propose changes to daily routines to reduce sedentary behaviour and increase physical activity levels

• explore and build upon strategies that maintain or improve health and wellbeing of Aboriginal and Torres Strait Islander Peoples, for example:
  – investigate practices between health organisations and local Aboriginal communities
  – explore visual and written communication targeting Aboriginal and Torres Strait Islander People to improve health and wellbeing

What are the benefits of regular physical activity?

Students:
• examine the effects of physical activity on the mind and body, for example:
  – investigate and explain the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing
– participate in physical activities in natural environments in the local area and reflect on the enjoyable components of participation **S M ⭐️ 🌟
– compare the characteristics and benefits of physical activities that can take place in natural and built environments eg outdoor spaces vs indoor spaces, bushlands and parks vs school playgrounds, at home vs in the community **I ⭐️ 🌟
– recognise the physical, social and emotional benefits of learning a new sport or skill eg in rhythmic and expressive activities, games and sports **S M ⭐️ 🌟
– investigate in which physical activities people engage to improve or maintain their health, wellbeing and fitness using ICT tools to collect and collate information **S I ⭐️ 🌟
– research the benefits of participating in a cultural game or physical activity **I ⭐️ 🌟

• perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example: (ACPMP064)
  – create and participate in a physical activity designed to improve health-related fitness components eg fitness circuit, fun run, aerobics, obstacle course **M ⭐️
  – perform and describe a range of physical activities whilst exploring their health, skill and fitness benefits eg stretching, muscular strength and endurance **M ⭐️ 🌟
  – describe the interrelationship between regular physical activity and levels of fitness and health **S ⭐️ 🌟
Movement Skill and Performance

Outcomes

A student:
- practises and refines fundamental movement skills in a variety of movement sequences and situations PD2-4 (ACPMP043)
- applies critical and creative thinking strategies to solve movement challenges PD2-5
- selects skills to effectively interpret and manage social situations PD2-10 (ACPPS055)
- combines movement skills and elements of movement to effectively create and perform movement sequences PD2-11

Key Inquiry Questions
- How can we move our bodies to perform skills in different ways?
- How can we demonstrate our understanding of movement to solve challenges?
- How can we include others in physical activity?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students build on previous learning in movement to develop greater proficiency across the range of movement skills. Students combine movements to create more complicated movement sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs. Students should be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. Students are provided with opportunities to develop self-management and interpersonal skills, including leadership, communication, collaboration, problem-solving, persistence and decision-making through movement and physical activity.
Content

How can we move our bodies to perform skills in different ways?
Students:

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
  - perform activities where stability, locomotor and object control skills are combined to complete a movement sequence or challenge with control and precision eg swerve, shake, step, run, dodge, jump, balance M 📌
  - perform fundamental movement skills to demonstrate weight transference in different physical activities eg side stepping in games and sports M 📌
  - explore and practise different techniques to propel objects towards a target eg run, jump and throw techniques in athletics M 📌
  - perform routines that connect movements eg using rolling actions, weight transfer, flight and balances M 📌
  - explore centre of gravity and stability as they perform balance activities with control and precision eg rhythmic and expressive activities M 📌
  - demonstrate variations of force and speed in movement M 📌
  - participate and use equipment in a variety of games and modified sports M
  - adapt movement skills to improve accuracy and control in a variety of contexts M 📌
  - perform a range of water safety and water confidence skills, eg enter and exit deep water safely and confidently, perform a surface dive and propel the body underwater to recover an object, float on front and back in deep water, tread water in a vertical position keeping head above water M 📌
  - coordinate kicking with arm movements to move the body in a streamlined position through the water on front and back to swim 25 m M 📌

- practise and apply elements of movement and movement skills to create and perform movement sequences, for example:
  - combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047) M 📌 eg rhythmic and expressive activities, games and sports
  - combine locomotor and non-locomotor movement to create and perform movement sequences eg rhythmic and expressive activities, games and sports M 📌
  - vary a simple sequence by applying elements of movement to create a new sequence eg rhythmic and expressive activities, games and sports M 📌
  - create and perform movement sequences that vary in shape, size, direction, level, speed and flow eg rhythmic and expressive activities M 📌

How can we demonstrate our understanding of movement to solve challenges?
Students:

- pose questions, test solutions and use problem solving strategies to solve movement challenges, for example:
  - apply movement skills and respond to feedback to solve physical activity-related challenges S M 📌
  - test alternative responses to movement challenges and predicting the success or effectiveness of each eg create space, positional awareness in games S M 📌
  - pose questions to others as a strategy for solving movement challenges S I M 📌
  - draw on prior knowledge, feedback and apply skills to solve movement challenges S M 📌
  - identify how to modify plans within a game to achieve success S M 📌
  - plan and perform strategies and/or tactics to be successful in tag and dodge games S M 📌
  - demonstrate movement concepts and strategies to create scoring opportunities S M 📌
– participate in physical activities which require problem-solving and persistence to achieve a goal SM  ⭐
– use problem solving strategies to identify ways to improve unsafe environments SM  ⭐

How can we include others in physical activity?
Students:
● adopt inclusive practices when participating in physical activities, for example: (ACPMP048)
  – use cooperative skills to complete a movement task eg a partner balance, partner passing strategy or team strategy IM  ⭐
  – work collaboratively with team members to maintain possession in a game IM  ⭐
  – modify physical activities to ensure that everyone is included eg changing equipment, rules or playing space SIM  ⭐
  – identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges IM  ⭐

● apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
  – collaborate to decide rules for a new game IM  ⭐ ⚫ ⭐
  – contribute to fair decision making in physical activities by applying the rules safely and appropriately SIM  ⭐
  – recognise unfairness and exclusion in a game situation, and proposing strategies to overcome these issues SIM  ⭐ ⚫

● participate in physical activities from their own and other cultures, for example: (ACPMP108)
  – participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances as well as dance from other cultures M ⚫ ⬤ ⬤ ⬤
  – participate in children's games from cultures other than their own M ⬤ ⬤ ⬤ ⬤
  – participate in physical activities in natural environments in the local area and reflect on the enjoyable components of their participation to meet their needs and interests M ⬤
Overview of Subject Matter Stage 2

The following overview is provided to assist teachers in planning ways in which they can cover content in this stage.

### Overview of subject matter

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<thead>
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<th>Growth and development</th>
<th>Safety</th>
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<td>- enjoyable components of physical activity</td>
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<td>- daily routine and sedentary behaviour</td>
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<td>- Settings for physical activity</td>
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<td>- natural and built environments</td>
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<td>- Safe, inclusive and fair play</td>
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<td>- cooperative skills</td>
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<td>- work collaboratively</td>
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<td>- modify physical activities for inclusion</td>
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<td>- Rules</td>
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<td>- basic rules and scoring</td>
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<td>- Fundamental movement skills</td>
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<td>- combine fundamental movement skills</td>
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<td>- different techniques</td>
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### Overview of subject matter

- **Health literacy**
  - interpret media messages
- **Lifestyle**
- **Mental health**
  - practices that nurture mental health
- **Environmental safety**
  - ways to improve the environment

### Emotions

- **Emotional responses**
  - self-awareness
  - emotional responses to different situations
  - strategies to manage emotions

### Protective strategies

- **Safe/unsafe situations and behaviours**
  - abuse and bullying behaviour
  - supporting others
  - personal safety
- **Help-seeking**
  - people and places to seek advice
- **Decision making**
  - personal choice and decisions
  - weight transference
  - propel objects
  - accuracy and control
- **Movement sequences**
  - create a new sequence
- **Movement challenges**
  - trial alternate actions
  - problem solve to achieve a goal
  - roles and responsibilities
- **Movement concepts**
  - combine movement elements
- **Games and sports**
  - games from their own and cultures
- **Strategies and tactics**
  - use strategies and tactics for success
- **Feedback**
  - use feedback to solve movement challenges
- **Aquatic skills**
  - water safety and confidence skills

Note: These will be further elaborated once final feedback on content has been confirmed.
Content for Stage 3

Health, Wellbeing and Relationships

Outcomes

A student:
› identifies and applies strengths and strategies to manage life changes and transitions PD3-1
› appraises the impact of different relationships on themselves and others PD3-3
› distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable PD3-6
› adapts emotional responses and behaviours to different situations PD3-9
› explores and demonstrates a range of skills that build and enhance relationships in various social situations PD3-10

Key Inquiry Questions
● How do our strengths develop and change?
● How can we cope with change?
● How can we build and maintain respectful relationships?

Overview of Teaching and Learning

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students examine how contextual factors influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and investigate resources to seek help. Students practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others’ health, safety and wellbeing. Students explore the influence of emotional responses on relationships.
Content

How do our strengths develop and change?

Students:
- examine how identities and behaviours are influenced by people, places and the media, for example: (ACPPS051) (ACPPS057)
  - identify how personal strengths and qualities contribute to identity and inform views
  - explore how personal and cultural identities are influenced by contextual factors and how this can change over time
  - discuss how Aboriginal and/or Torres Strait Islander Peoples are required to navigate different world views
  - distinguish different types of relationships and their diversity
  - explore how contextual factors influence how individuals interact and the personal choices they make eg body image, gender image and expectations, rights and responsibilities in sexual relationships, response to emerging world issues

How can we cope with change?

Students:
- investigate resources and strategies to manage change and transition, for example: (ACPPS052)
  - explore the function and interrelationship of body systems
  - identify and evaluate age appropriate sources of information to enhance understanding of changes associated with growth and development
  - understand that individuals experience change associated with puberty at different times, intensity and with different responses eg menstruation, body change, emotional change, sexuality
  - describe the meaning of private and understand their own and others bodies are private eg distinguish between appropriate and inappropriate touching
  - explore help-seeking strategies to manage changes associated with puberty eg accessing health products and services
- investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053)
  - researching health information sources and places where they can seek help in managing change and challenge
  - apply criteria to determine the reliability and relevance of community resources and information for seeking help
  - identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts eg community Elders, health professionals, community organisations, school support

How can we build and maintain respectful relationships?

Students:
- examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056)
  - analyse situations where emotions can influence decision making
  - discuss how appropriate emotional responses can impact relationships eg empathy, excitement, happiness
  - explore how emotions can vary according to context and be unpredictable eg grief and loss
  - explore the emotions associated with feeling unsafe and strategies to manage these situations eg fear, anxiety, anger
recognise emotional and behavioural warning signs and signals of unsafe situations eg secrets, bribes, threats, risk feelings S 🌟

- practise skills to establish and manage relationships, for example: (ACPPS055)
  - explore reasons why relationships change and devise strategies to cope eg changing school, joining a new team, changing priorities S 🌟 $$$
  - demonstrate skills and strategies to establish new relationships eg set boundaries, effective communication, share power, display empathy S I $$$
  - recognise risk, abuse and neglect in unsafe relationships and describe actions that support caring and respectful relationships S 🌟 $$$
  - select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence S I $$$
  - assess the impact of different relationships on wellbeing 🌟
  - describe protective actions to manage respectful relationships eg skills for telling, persistence, assertive responses, problem-solving I 🌟 $$$
Healthy, Safe and Active Lifestyles

Outcomes

A student:
› investigates information, community resources and ways to seek help for themselves and others PD3-2
› distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable PD3-6
› proposes and implements actions and protective behaviours that promote healthy, safe and active spaces PD3-7
› creates and participates in physical activities to promote healthy and active lifestyles PD3-8
› adapts emotional responses and behaviours to different situations PD3-9
› explores and demonstrates a range of skills that build and enhance relationships in various social situations PD3-10

Key Inquiry Questions

● How can I take responsibility for protecting and maintaining my own health, safety and wellbeing?
● What actions positively influence the health, safety and wellbeing of my community?
● Why is it important to be active and participate in regular physical activity?

Overview of Teaching and Learning

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students are supported to further develop their knowledge, understanding and skills to create opportunities and take action to lead healthy, safe and active lives. Students learn about the role of protective behaviours in promoting and maintaining their own and others’ wellbeing. They explore ways of being active to benefit fitness and health. The content provides opportunities for students to value personal identity and diversity and contribute to building positive environments within the school and wider community.

Content

How can I take responsibility for protecting and maintaining my own health, safety and wellbeing?

Students:
● investigate and adopt practices that help promote and maintain health, safety, and wellbeing, for example:
plan for healthy food habits which reflect the Australian Government dietary guidelines and advice for children S

compare food labels and suggest ways to improve the nutritional value of meals S

analyse the changing influences on the diets of Australians and Aboriginal and/or Torres Strait Islander People I

discuss the benefits of customary Aboriginal health and wellbeing practices I

monitor and plan for action to meet recommendations for daily physical activity and screen time S M

create connections with others’ to enhance social health I

investigate actions that support the mental health of themselves and others eg mindfulness, connectedness, regular sleep I

plan for safety online and ethical use of mobile devices and social media I

describe situations that may cause lifestyle disease or injury and propose actions that promote health and safety eg when travelling, in and around water, appropriate storage and administration of medications, sun exposure, environmental safety S

propose a personal network of trusted adults who could provide advice and support I

● evaluate the reliability of health information and messages from different sources before making decisions, for example:
  understand the positive and negative effects of substances on the body eg alcohol, tobacco, sunscreen, analgesics
  devise questions to analyse health campaigns and initiatives
  research websites and places where they can seek help and prioritise those that are reliable and trustworthy
  apply criteria to online information to assess the credibility and relevance of the information S
  analyse health messages and compare their interpretations with those of other members of the class I
  discuss how diversity is recognised when promoting positive health messages and information I

● implement actions to maintain and improve the quality of an active lifestyle, for example:
  propose and participate in opportunities to increase their health and fitness levels at school and at home eg recreation and lifelong physical activities S M
  demonstrate protective behaviours that promote safe participation in physical activities eg warm-up, cool-down, skills practice
  recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals S
  interact with people who can help them improve their fitness levels, game play or sport skills I M

● plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054)
  select and practise appropriate responses to promote safety in different water environments eg survival swimming skills S I
  discuss safe behaviours and practise protective actions when travelling as a passenger, pedestrian and on wheels S
  identify situations where personal choices can influence their own and others’ health eg selecting and preparing healthy food, smoking, recycling, risk-taking, S I
  identify personal strategies and responses that model assertiveness and resilience in challenging situations eg use of drugs, alcohol or tobacco products S I
– explore the emotions associated with feeling unsafe or uncomfortable and reflect on how their own emotions can vary according to different contexts and situations **S I**
– recognise and demonstrate and safe behaviours and actions eg online safety, personal safety plan **S I**
– practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and other forms of discrimination and harassment **S I**

**What actions positively influence the health, safety and wellbeing of my community?**

**Students:**
- examine how a connection to the local community, environment or special places can influence community health and wellbeing, for example:
  - investigate how personal identity is influenced by groups, cultures, places and communities to which they belong and feel connected **S I**
  - discuss the importance of social support and a sense of belonging in promoting mental health, safety and wellbeing **S I**
  - participate in physical activities that explore community connections to develop intercultural understanding including those of Aboriginal and/or Torres Strait Islander and a range of cultures **I M**
  - explore ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments **I**

- explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example: (ACPPS057)
  - explain how family, peers, popular culture and the media influence the way individuals interact and the decisions they make in given situations eg risk taking, positive health decisions, offensive online material, gambling, interactions **S I**
  - discuss how positive representations of diverse groups in the media can influence community values and attitudes and recognise the impact this can have on the health, safety and wellbeing of individuals within these groups eg NAIDOC week, Youth week **S I**

- recommend appropriate alternatives and take action to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
  - reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community **S I**
  - suggest and practice action plans for emergency situations to ensure the safety of themselves and others eg basic first aid, DRSABCD, allergies and anaphylactic reactions **S I**
  - propose strategies to help others understand points of view that differ from their own and engage in community action to support the rights of others eg pro social behaviour **S I**
  - explore initiatives that challenge stereotypes to support the diversity of individuals and communities eg racism, gender stereotypes, discrimination **S I**
  - model behaviour that reflects sensitivity to the needs, rights and feelings of others and explore ways to create safe and inclusive schools for minority groups eg challenge discrimination, peer support **S I**
  - discuss the importance of health, safety and wellbeing services in supporting children and create ways to share information about local services using ICT tools eg online collaboration, multimedia presentation **S**
Why is it important to be active and participate in regular physical activity?

Students:

● recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants for example:
  – observe and explain how individual strengths and teamwork contribute to achieving success in physical activities S I ✈️ ❇️
  – examine the benefits of physical activity to social health and mental wellbeing S ✈️
  – understand the contribution of different roles and responsibilities in games and physical activities S ✈️
  – participate positively in groups and teams by encouraging others and negotiating roles and responsibilities during physical activity (ACPMP067) I M ✈️ ❇️
  – discuss how participation in outdoor activities creates connections to natural and built environments (ACPPS059) S I ✈️ ❇️
  – explain how access to natural and built environments can help or hinder participation in physical activities S I ✈️

● acknowledge the cultural significance of physical activity, for example:
  – explore Aboriginal and/or Torres Strait Islander understandings of special places and the connection of these places to physical activities I ✈️ ❇️
  – describe the place of water-based recreational activities in Australian culture and how communities come together to enjoy water based activities I ✈️
  – participate in and investigate the heritage of games that have cultural significance in Australia, Asia and other cultures M ❇️

● examine the role of physical activity in promoting health and wellbeing, for example:
  – participate in physical activities designed to address fitness and health goals (ACPMP064) M ❇️
  – analyse the influence of physical activity on health-related and skill-related components of fitness S ✈️
  – compare the reasons people choose physical activities that support them to stay fit and healthy S ✈️
Movement Skill and Performance

Outcomes

A student:
› adapts movement skills in a variety of physical activity contexts PD3-4
› applies critical and creative thinking strategies to propose and assess solutions to movement challenges PD3-5
› explores and demonstrates a range of skills that build and enhance relationships in various social situations PD3-10
› selects, manipulates and modifies movement skills and elements of movement to effectively create and perform movement sequences PD3-11

Key Inquiry Questions

● How can we adapt and perform movement skills in different situations?
● How can we use strategies and tactics to create solutions to movement challenges?
● How can we work with others to build positive relationships during physical activity?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students refine and further develop a wide range of fundamental movement skills in more complex movement sequences and situations. They apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. Students continue to apply rules fairly and behave ethically when participating in different physical activities. Students should be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. Students develop skills to effectively communicate and problem-solve in teams or groups in movement settings.
Content

How can we adapt and perform movement skills in different situations?

Students:
- refine and apply movement skills to a variety of situations, for example:
  - adapt movement techniques to cater for different equipment, games and sports eg accuracy, force, speed, distance, direction S M
  - transfer sequence of locomotor and non-locomotor movements from floor to apparatus M
  - vary locomotor movement patterns to care for variations in movement eg sprinting, distance running, side stepping, dodging and defensive marking M
  - adapt movement skills to perform own or set movement sequences with consistency S M
  - using feedback modify and adapt performance as a result of practice, peer and self-assessment eg video performance S M

- practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
  - apply stability and locomotor skills to create deception in different movement situations eg dodging M
  - apply kicking, striking and throwing skills to propel an object and keep it in motion M
  - compose and perform a range of complex static and dynamic balances on different body parts or rotating and/or pivoting M
  - jump with control for height and distance using a variety of body positions M
  - perform activities that involve a transition from one skill to another eg from dribbling to shooting or from leaping to balancing M
  - design a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another M
  - experiment with different stimuli and music genres when performing creative dances from other cultures eg Aboriginal and/or Torres Strait Islander and Asian cultures I M
  - perform a range of water safety and water confidence skills, eg safely enter and exit deep water using a compact jump, perform a crouch dive, demonstrate buoyancy and rotation vertically in deep water, combine surface propulsion and underwater skills to recover an object M
  - swim on back, front and side coordinating leg kick, arm pull and breathing to swim 50 m M

- manipulate and modify elements of effort, space, time, objects and people to perform movement sequences, for example: (ACPMP065)
  - demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control eg throw, catch, dribble, strike, kick, trap/pass M
  - create a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time M
  - work with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances M
  - appraise the quality of movement in order to modify and improve performance eg rhythmic and expressive activities, games and sports M

How can we use strategies and tactics to create solutions to movement challenges?

Students:
- apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068) (ACPMP063)
  - recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective S M
– apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge eg invasion games, court games
– assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences
– demonstrate defensive and offensive play in modified games
– propose and apply movement concepts and strategies to perform movement sequences at different levels using different types of equipment
– implement tactics which account for their own strengths and strengths of others in group and team activities
– explain the rationale for particular strategies, tactics and rules in individual and team activities, games and sports

How can we work with others to build positive relationships during physical activity?

Students:
- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities, for example: (ACPMP067)
  - understand and perform different roles and responsibilities in physical activities that promote enjoyment, safety and/or positive outcomes for participants
  - demonstrate negotiation skills when dealing with conflicts or disagreements in movement situations
  - use reflective listening when working in small groups on movement tasks or challenges
  - perform in ways that enhance the contribution of self and others in a range of cooperative situations
- demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
  - propose changes to the rules and/or conditions to create a more inclusive play and allow for a fairer contest
  - correctly interpret, explain and/or apply rules in games and physical activities
- participate in physical activity from their own and others’ cultures and examine how involvement creates community connections and intercultural understanding, for example: (ACPMP066)
  - research opportunities involving physical activity in Aboriginal and Torres Strait Islander cultures
  - research and participate in different cultural games or physical activities that children in other countries play
### Overview of Subject Matter Stage 3

The following overview is provided to assist teachers in planning ways in which they can cover content in this stage.

<table>
<thead>
<tr>
<th>Growth and development</th>
<th>Safety</th>
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<tbody>
<tr>
<td>- Strengths</td>
<td>- Safe travel</td>
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<tr>
<td>- contribution to identity</td>
<td>- causes of injury</td>
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<td>- changing influences over time</td>
<td>- safe behaviours and protective actions</td>
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<tr>
<td>- Assertiveness and resilience</td>
<td>- Water safety</td>
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<tr>
<td>- model strategies, practices and responses</td>
<td>- safe responses and actions</td>
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<tr>
<td>- Managing change, challenge and transition</td>
<td>- Online</td>
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<tr>
<td>- puberty</td>
<td>- safety plans</td>
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<tr>
<td>- privacy for themselves and others</td>
<td>- Drug use</td>
</tr>
<tr>
<td>- function and interrelationship of body systems resources and strategies</td>
<td>- safe storage and administration of medication</td>
</tr>
<tr>
<td>- effects of different drugs on the body</td>
<td></td>
</tr>
</tbody>
</table>

### Resepectful relationships

- Establishing relationships
  - skills for new relationships
- Managing relationships
  - strategies to cope
  - recognise unsafe relationships
  - actions that support relationships
  - conflict resolution
  - impact on wellbeing
- Empathy
  - appropriate responses
- Inclusivity and diversity
  - community actions
  - stereotypes

### Influences on health, safety, wellbeing & participation in physical activity

- Contextual factors
  - influence on personal choices
- Nutrition
  - dietary guidelines and advice
  - food labels and nutritional value
  - influences on diet
- Preventative practices
  - sun exposure and sun safety actions
  - environmental safety
- Health literacy
  - interpreting health messages
  - diversity in health messages
- Lifestyle
  - causes of lifestyle disease
- Safety
  - Safe travel
  - causes of injury
  - safe behaviours and protective actions
  - Water safety
  - safe responses and actions
  - Online
  - safety plans
  - Drug use
  - safe storage and administration of medication
  - effects of different drugs on the body

### Physical activity

- Fitness
  - fitness and health goals
  - influence on fitness components
- Benefits and barriers
  - health and wellbeing benefits
  - strategies to achieve active goals
  - cultural significance
- Participation
  - reasons for participation
- Plans and goal-setting
  - physical activity guidelines
  - teamwork
- Settings for physical activity
  - community settings
  - natural and built environments
- Safe, inclusive and fair play
  - warm up and cool down
  - negotiate roles
  - group work
  - rule modification
- Rules
  - Individual/team rules

### Movement

- Fundamental movement skills
  - transfer of skill
  - variations in skill
## Overview of subject matter

- guidelines for health
- Mental health
  - supportive actions and practices
  - social support

### Emotions

- Emotional responses
  - self-awareness
  - Influence on decision making
  - Impact of appropriate emotions
  - emotions in different contexts
  - strategies when experiencing unsafe emotions

### Protective strategies

- Safe/unsafe situations, behaviours and actions
  - warning signs and signals
  - upstander behaviour
  - emergency actions and plans
- Help-seeking
  - relevance and reliability of sources
  - trusted adults for a variety of situations and support
- Decision making
  - influences on health
  - supportive actions

- Specialised movement skills
  - adapt technique
- Movement sequences
  - consistency in skill
- Movement challenges
  - partner balances
  - solutions to challenges
- Movement concepts
  - appraise movement
  - adjusting and varying movement
- Games and sports
  - different roles and responsibilities
  - cultural games
- Strategies and tactics
  - team and group tactics
  - tactics for specific strengths
- Feedback
  - self and peer feedback
- Aquatic skills
  - water safety and confidence skills
  - aquatic strokes

Note: These will be further elaborated once final feedback on content has been confirmed.
Content for Stage 4

Health, Wellbeing and Relationships

Outcomes

A student:
- examine 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
- recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power PD4-3
- demonstrates strategies to effectively manage emotional situations PD4-9
- applies and refines skills to assist themselves and others to build and manage relationships in various social situations PD4-10

Related Life Skills outcomes: PDLS-1, PDLS-2, PDLS-3, PDLS-9, PDLS-10

Key Inquiry Questions
- How can change impact on our identity?
- What skills and strategies do people use to manage change, challenges and seek help?
- How does the quality of our relationships impact on our own and others health?

Overview of Teaching and Learning

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students investigate the impact of transition and change on identities 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

How can change impact on our identity?

Students:
- investigate the impact of transition and change on identities: (ACPPS070)
  - investigate the changing nature of personal identity and how it can differ in various contexts eg home, school, sport, peers, online, due to emerging world issues S 📚
  - examine the impact of physical, social and emotional change during adolescence on gender, cultural and sexual identity S 📚
  - identify feelings and emotions associated with transition and change I 📚
  - practise self-management and help-seeking strategies to manage change, transition and associated responsibilities S I 📚

What skills and strategies do people use to manage change, challenges and seek help?

Students:
- evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
  - access and assess health information and services that support young people to effectively manage physical, social and emotional changes and transitions S 📚
  - investigate the changing nature of peer and family relationships as one becomes more independent and propose strategies to manage these changes I 📚
  - analyse how roles and responsibilities change and evaluate strategies for managing these increasing responsibilities I 📚
  - discuss strategies for coping with grief and loss and ways of giving support to others S 📚

- practise and apply strategies to seek help for themselves and others (ACPPS072)
  - identify scenarios and associated thoughts and feelings that might alert us to a potentially dangerous situation S 📚
  - propose individual support networks of peers, adults and external support services S 📚
  - collaborate with peers to suggest strategies they could use in various help-seeking scenarios and emergencies S I 📚
  - practise different communication techniques to persuade someone to seek help S I 📚
  - identify barriers to seeking help and propose strategies to overcome these barriers S 📚
  - recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation eg when feeling depressed, when celebrating, break-down of a relationship S I 📚
  - communicate and practise strategies that could be used in emergencies S I 📚
  - demonstrate basic first aid principles and strategies eg DRSABCD, management of allergies and anaphylaxis S I 📚

How does the quality of our relationships impact on our own and others’ health?

Students:
- describe how rights and responsibilities contribute to respectful relationships
  - recognise types and variety of relationships I 📚
  - describe rights and responsibilities required in different relationships I 📚
  - discuss the characteristics of respectful relationships eg empathy, being inclusive, accepting differences I 📚
  - explore the features of unhealthy relationships eg abuse of rights I 📚
  - discuss how gender stereotypes can impact rights and responsibilities in relationships eg control of decision making I 📚
● investigate the benefits of relationships and examine their impact on their own and others’ health, safety and wellbeing (ACPPS074) I
  – discuss how relationships with family and peers can impact behaviour, decision-making and responses in different situations S I
  – examine how family, culture and peer group can influence people's attitudes, behaviours, decisions and actions in relationships S
  – analyse how behaviours, actions, and responses to situations can change depending on who they are with φ ∕
  – understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing eg recognising and responding to offensive online material φ ∕

● explain how a sense of belonging and connection to their communities can enhance health, safety and wellbeing
  – identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected S I
  – explore how kinship and extended family structures in different cultures support and enhance health, safety and wellbeing S I M φ ∕
  – discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander People and Communities I

● explore skills and strategies needed to communicate and engage in relationships in respectful ways
  – practice skills that develop and maintain respectful relationships eg empathetic listening, problem-solving and decision making skills, assertiveness S I
  – propose and practice strategies for maintaining respectful relationship using a range of online and offline methods of communication I φ
  – demonstrate ways to resolve conflict in a range of contexts I φ

● analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
  – investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations S φ
  – explore the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others S I φ φ
  – recognise and interpret emotional responses to challenging situations and propose strategies for managing these responses S φ
  – explore different viewpoints, practise being sympathetic and consider alternate ways to respond I φ
  – practise being respectful and empathetic to different viewpoints and plan alternative ways to respond to others S I φ φ
  – explore and refine skills and strategies needed to communicate and engage in relationships in respectful ways S I φ φ
  – propose ways to support others who are going through a challenging time and practise different communication techniques to persuade someone to seek help S I φ φ

● discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
  – discuss the influence of family, media and peer attitudes to power and explore how these may lead to an abuse of power in relationships eg bullying, homophobia, intolerance, family and domestic violence S φ
– recognise forms of bullying, harassment, abuse, discrimination and violence and how they impact health and wellbeing S 🌟
– devise help seeking strategies that address imbalance of power in relationships eg cyberbullying, family and domestic violence, emotional control S 🌟
– identify behaviours that display the positive use of power in relationships and develop skills to challenge the abuse of power S I 🌟
Healthy, Safe and Active Lifestyles

Outcomes

**A student:**
- examines 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
- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
- investigates health practices, behaviours and resources to promote healthy, safe and active communities PD4-7
- plans for and participates in activities that encourage lifelong physical activity PD4-8
- demonstrates strategies to effectively manage emotional situations PD4-9
- applies and refines skills to assist themselves and others to build and manage relationships in various social situations PD4-10

**Related Life Skills outcomes:** PDLS-1, PDLS-2, PDLS-6, PDLS-7, PDLS-8, PDLS-9, PDLS-10

**Key Inquiry Questions**
- How can I promote my own and others health, safety, wellbeing and participation in physical activity in a range of real life situations?
- How can we connect, include and support one another?
- What positive actions contribute to the health, safety, wellbeing and physical activity levels of the wider community?

**Overview of Teaching and Learning**

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

**Content Focus**

Students explore the interrelationship of health, safety, wellbeing and physical activity concepts. They are provided with opportunities to examine the impact of key health issues on themselves, others and the community. Students think critically about health information, resources and community connections available to them and how these can support and inform their behaviours, decisions and actions. An integral component is the focus on inclusivity, diversity and strategies to challenge discrimination and stereotypes. Students examine the benefits of a balanced lifestyle and explore strategies for promoting lifelong physical activity to lead healthy, safe and active lives,
Content

How can I promote my own and others’ health, safety wellbeing and participation in physical activity in a range of real life situations?

Students:

- examine factors that influence health and wellbeing
  - describe health and discuss the multidimensional nature of health **I 🌶️**
  - explore the term wellbeing and examine factors that contribute to overall wellbeing **I 🌶️**
  - examine how contextual factors influence attitudes and behaviours towards health **I 🌶️**
  - examine risk taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing **I 🌶️**

- propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)
  - recognise the importance to trust their own feelings, thoughts and reading of different situations **S 🌶️**
  - analyse how emotions, strengths and decision making can affect outcomes in different scenarios **S 🌶️**
  - explore and develop interpersonal skills required to resolve conflict in a range of contexts **I 🌶️**
  - practise ways to communicate concerns about safety and wellbeing to a variety of support people **I 🌶️**
  - explore different approaches and develop personal plans for promoting their own mental health and wellbeing eg mindfulness, relaxation, sleep routine **S I 🌶️**
  - recognise potential hazards and select appropriate responses when participating in physical activities in the natural environment **S I 🌶️**

- recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real life situations:
  - examine strategies and develop plans to keep themselves and others safe when at a party, travelling alone, exposed to the sun, in water environments, experiencing unwanted sexual content, feeling depressed **S 🌶️**
  - recognise forms of bullying, abuse, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others **I 🌶️**
  - discuss ethical behaviour in relationships and recommend actions to promote their own and others’ health eg consent **S I 🌶️**
  - classify drugs and describe the short- and long-term effects of drug use on health and wellbeing **I 🌶️**
  - investigate reasons why young people choose to use or not use drugs and propose strategies they and others can use to make safe and informed choices **S I 🌶️**
  - devise a plan to assume responsibility for their own and others’ safety when travelling eg as a pedestrian, passenger or user of wheeled devices **S 🌶️**
  - discuss unsafe use of technology and develop safety strategies for promoting their own and others’ health and safety eg social media, mobile devices, gaming **S 🌶️**

- participate in physical activities that develop health-related and skill-related fitness components, and create and monitor fitness plans (ACPMP083)
  - perform physical activities that improve health- and skill-related components of fitness and analyse how the components are developed through these activities **S M 🌶️**
– evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body’s reaction to a range of physical activities S I M 🄛 🄤 🄤 🄢ivité
– develop and evaluate a fitness plan for themselves, a peer or community group S I M 🄤 🄢

How can we connect, include and support one another?

Students:
• appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community
  – recognise how different cultures, including Aboriginal and Torres Strait Islander cultures, value the contribution of the mind-body-spirit connection to health and wellbeing S I 🄤 🄤 🄤 🄤 🄢
  – explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health S 🄤 🄢 🄤 🄤 🄤 🄤 
• investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
  – explore their own and others’ values and beliefs towards issues of racism, discrimination, sexuality and investigate the impact of contextual factors on young people particularly those from diverse backgrounds, including Aboriginal and/ or Torres Strait Islander Peoples S I 🄤 🄤 🄤 🄢 *
  – research how stereotypes and prejudice are challenged in local, national and global contexts and discuss how challenging and resisting stereotypes can help young people to be themselves S I 🄤 🄤 🄤 🄤 🄤 *
  – describe how pro-social behaviour, respecting diversity, challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health and wellbeing S 🄤 🄤 🄤 🄤 🄤 *
• plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
  – identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities S 🄤 🄤
  – describe the skills, strengths and strategies required to contribute to inclusive communities and implement strategies to challenge racist and prejudicial views of diversity within the community S I 🄤 🄤 🄤 🄤 🄤 *
  – propose strategies to address misconceptions and promote positive language and attitudes about mental health S I 🄤 🄤 🄤 🄤 *
  – refine interpersonal skills through undertaking a range of roles when participating and planning physical activities I M 🄤
  – apply ethical and inclusive behaviours to promote the health and wellbeing of themselves and others S I 🄤 🄤

What positive actions contribute to the health, safety, wellbeing and physical activity levels of the wider community?

Students:
• examine influences on peoples’ behaviours, decisions and actions (ACPPS074)
  – discuss the influence of contextual factors on individual decisions and actions eg response to emerging world issues, family and sexual relationships I 🄤 🄤 *
  – review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits S I 🄤 🄤 🄤 🄤 *
– evaluate the influence of nutritional value, value for money and sustainability on personal food choices and behaviours $S \uparrow \Theta \Theta \Theta$
– examine the relationship between protective factors, environments, laws and rules in determining road user decisions and behaviour $S I \Theta \Theta \Theta \Theta$
– examine how cultural groups have influenced sport, physical activity and outdoor recreation pursuits $I \Theta \Theta \Theta \Theta$

• explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community
  – evaluate the interrelationship between nutrition, mental health and physical activity and explain how this impacts on the health and wellbeing of the community $S I \Theta \Theta \Theta \Theta$
  – assess the impact of drug use on young peoples’ decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community eg sexual decisions, road user behaviours $S \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – examine the impact that body image and personal identity have on young people’s mental health, drug use, sexual health and participation in physical activity $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – appreciate the contribution that participation in physical activity makes to the development of self-management, interpersonal and movement skills and explore the impact this has on health and wellbeing $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta$

• investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in lifelong physical activity
  – participate in a variety of culturally significant physical activities from a range of cultures including Aboriginal and Torres Strait Islander to around the world and explore the connections to culture and heritage of the country of origin of these activities (ACPMP085) $M I \Theta \Theta \Theta \Theta \Theta \Theta$
  – describe the components of a balanced lifestyle and use ICT tools to promote the contribution of regular physical activity to health and wellbeing $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – discuss the physical, social, emotional and spiritual benefits of being active in outdoor and natural settings to community health and wellbeing $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – research and participate in a variety of lifelong physical activities and investigate the degree to which they meet the needs and interests of the local community $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – assess their current physical activity levels and suggest strategies for increasing opportunities for physical activity for themselves and others $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – analyse how fitness components are developed through physical activities, and propose realistic strategies for maintaining and monitoring fitness, health and wellbeing $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$

• develop health literacy skills and promote health information that is aimed at assisting young people to address health issues
  – assess health products, information and advertising to expose myths and fallacies eg understanding food labels $S \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – propose strategies for young people and those from diverse backgrounds and circumstances to improve access to health information, products and services $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity eg media messages associated with gambling, fad diets $S \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
  – identify and promote various health information, products and services designed to address the health needs of young people using ICT tools $S I \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta \Theta$
- investigate and promote agencies that provide consumer protection regarding health products and services for young people S I 🌐

- plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)
  - investigate issues relating to poor mental health facing young people and explore preventive health practices and protective strategies relevant to these issues eg depression, anxiety, coping with stress S I 🌐
  - research and plan a variety of nutritional and physical activity options to promote the health of young people in the wider community S 🌐
  - identify and apply preventive health practices and behaviours that assist in protection against disease eg blood borne viruses, sexually transmissible infections S 🌐
  - design and implement health promotion activities targeting preventive health practices relevant to young people and those with diverse backgrounds or circumstances eg diversity of culture, gender or sexuality S 🌐
Movement Skill and Performance

Outcomes

A student:
› refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
› transfers and adapts solutions to complex movement challenges PD4-5
› applies and refines skills to assist themselves and others to build and manage relationships in various social situations PD4-10
› demonstrates how movement skills and elements of movement can be adapted and transferred to enhance and solve movement challenges PD4-11

Related Life Skills outcomes: PDLS-4, PDLS-5, PDLS-10, PDLS-11

Key Inquiry Questions

● How can we evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
● How can we make decisions to adapt to changing circumstances in different movement contexts?
● How can we apply our skills to collaborate, communicate, solve problems and include others in physical activity?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students refine a range of specialised knowledge, understanding and skills in relation to their movement competence and confidence. Students should be provided with opportunities to explore complex and challenging movement activities in the following contexts: rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. Students reflect on and refine personal and social skills as they participate in a range of physical activities.
Content

How can we evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?

Students:
- participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
  - practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments $M\circledast$
  - participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts $M\circledast$
  - demonstrate movement skills through a range of experiences including rhythmic and expressive movement activities, games and sports, outdoor recreation, lifelong physical activities $M\circledast$
  - perform a range of water safety and water confidence skills, e.g., safely enter and exit deep water and demonstrate flotation using a personal flotation device, perform a shallow dive, rotate vertically and horizontally in deep water $M\circledast$
  - propel the body in water with rhythmic breathing and coordinated leg and arm actions $M\circledast$
- use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)
  - analyse their own and others’ performance using ICT and implement feedback to enhance performance $SIM\circledast$.
  - participate in activities which develop an understanding of the role of different forms of feedback on performance including verbal, visual and kinaesthetic feedback $SIM\circledast$.
  - create and perform movement sequences that solve tactical problems including creating, using and defending space and achieving and retaining possession $SM\circledast$.
  - compose and perform a group dance sequence in response to a piece of music or other stimuli $IM\circledast$.
- demonstrate and explain how the elements of effort, space, time, objects and people can enhance the movement sequences (ACPMP084)
  - perform a range of movements and analyse techniques based on understanding of take-off, body position and landing $M\circledast$.
  - demonstrate refinement of movement concepts and strategies to enhance movement sequences $M\circledast$.
  - evaluate and provide feedback about the quality of movement of self and others, focused on effort, space and time and relationships $SIM\circledast$.
  - explain how changes to movement elements can improve performance $IM\circledast$.
- practice, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
  - demonstrate their ability to use space, explore force and flow in different movement contexts $M\circledast$.
  - examine and demonstrate the similarities of tactics and strategies used in different physical activities and how they can be transferred to new movement situations $IM\circledast$.
  - select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment $SM\circledast$.
  - explore similarities in the bases of support and flow of movements when performing movement sequences $M\circledast$.
How can we make decisions to adapt to changing circumstances in different movement contexts?
Students:
- evaluate and justify reasons for decisions and choices of actions when solving movement challenges (ACPMP087)
  - explain and justify the movement concepts and strategies selected in response to movement challenges S I M ✓ ○ ☒
  - identify factors that enabled them to achieve success in movement activities and explain how these factors can be transferred to other learning contexts S I M ○ ○ ☒
  - demonstrate to others the approach taken to solve movement challenges M ○
  - identify strategies and tactics that are similar and transferable across different movement contexts M ○ ○

How can we apply our skills to collaborate, communicate, solve problems and include others in physical activity?
Students:
- practice and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)
  - participate in initiative/challenge activities designed to develop teamwork, cooperation and problem solving S I M ○ ○ ☒
  - adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M ○ ○
  - apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group I M ○ ○ ○
  - participate in physical activities including competitive and non-competitive, individual and team activities and evaluate the degree to which they meet their needs and interests S I M ○ ○

- modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
  - recognise potential safety concerns and select appropriate responses when engaged in physical activities S M ○ ○
  - develop scoring systems to assess movement performances consistently and fairly S M ○ ○
  - apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M ○ ○
  - modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I M ○ ○ ○
Overview of Subject Matter Stage 4

The following overview is provided to assist teachers in planning ways in which they can cover content in this stage.

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Overview of subject matter

- Health literacy
  - myths and fallacies
  - credibility, bias and validity
  - health promotion
  - health products, services and advice
- Mental health
  - understanding mental illness
  - misconceptions
  - strategies to cope
  - preventative and protective strategies
  - strategies to promote mental health
  - relationship with nutrition and physical activity
- Safe travel
  - safe travel strategies and behaviours
  - protective factors
  - laws and rules
- Water safety
  - strategies to stay safe in and around water
- Online safety
  - online protocols
  - safe/unsafe use of technology
- Drug use
  - reasons for use
  - impact of drug use
- Inclusivity and diversity
  - ethical behaviours
- Risk taking
  - positive and negative risk
  - outcomes of risk taking
- predictable and dynamic environments
- Specialised movement skills
  - transfer skills across contexts
- Movement sequences
  - group work/performance
- Movement challenges
  - solve movement problems
  - movement across contexts
- Movement concepts
  - effects of changing movement elements in different contexts
  - refine and analyse technique
- Aquatic skills
  - water safety, confidence and performance skills
- Strategies and tactics
  - similarities across movement contexts
- Performance feedback
  - forms of feedback

Note: These will be further elaborated once final feedback on content has been confirmed.
Content for Stage 5

Health, Wellbeing and Relationships

Outcomes

A student:
› assesses their capacity to reflect on and respond positively to challenges PD5-1
› researches and appraises the effectiveness of health information and support services available in the community PD5-2
› analyses the factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power PD5-3
› assess strategies to effectively manage complex situations PD5-9
› critiques their ability to enact skills to build and manage relationships in various social situations PD5-10

Related Life Skills outcomes: PDLS-1, PDLS-2, PDLS-3, PDLS-9, PDLS-10

Key Inquiry Questions

- How are identities shaped by our environment?
- How do people respond positively to life challenges?
- What factors contribute to positive, inclusive and respectful relationships?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students evaluate factors that shape identities and propose strategies to improve their own and others’ wellbeing. They investigate the impact of changes and transitions on relationships and how empathy and ethical decision making can contribute to respectful relationships. Students reflect on emotional responses in a variety of situations and develop skills to manage and respond to unsafe situations.
Content

Students:

How are identities shaped by our environment?

Students:
- evaluate factors that impact on the identities of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089)
  - analyse the significance of Kinship and connection to Country/Place on the positive impact on health and wellbeing of Aboriginal and Torres Strait Islander Peoples
  - evaluate the factors impacting on the identities of individuals and groups including Aboriginal and Torres Strait Islander Peoples
  - analyse how societal norms, stereotypes and expectations influence the way young people think and act eg response to emerging world issues
  - examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identities
  - critically analyse how individuals impact the identities of others
  - investigate how cultural beliefs and practices surrounding transitions to adulthood differ between cultures eg initiation ceremonies
  - analyse how aspects of identity can impact health and wellbeing
  - analyse the role of family, friends and community in supporting an individual’s identity, and propose strategies to enhance their own and others’ wellbeing

- examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing
  - analyse previous life challenges and describe strengths and areas for personal growth
  - demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs whilst acknowledging the feeling of others
  - plan, rehearse and evaluate strategies for supporting their own and others’ identity

How do people respond positively to life challenges?

Students:
- examine the impact of changes and transitions on relationships (ACPPS090)
  - explore causes of change in relationships and discuss the impact of each on individuals eg social and emotional change
  - assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions and actions
- explore the characteristics of resilient people and the skills that enhance resiliency
  - examine case studies of people who have overcome adversity, including Aboriginal or Torres Strait Islander Peoples and identify their characteristics and qualities
  - examine skills and attitudes that enhance resiliency including self-monitoring, maintaining a realistic perspective and attitudes to change
  - assess a range of positive management strategies to cope with stress, grief and loss eg connecting to support networks, journaling
  - examine social and cultural influences on seeking help in a variety of contexts
- predict future challenges and opportunities and the skills required to manage these in a positive way
  - examine self-management skills required to manage change eg optimistic thinking, coping skills, impulse control, accessing support, time management
recognise personal strengths and demonstrate skills required to apply for work eg develop a resume, analyse job applications, investigate interview technique S I ★★★

appraise personal strengths to design a strategy for addressing a future life challenge S ★★★

recognise early warning signs of challenging and unsafe situations eg physical and emotional indicators, external signs S ★★★

refine skills to deal with challenges and unsafe, abusive or violent situations eg refusal skills, emergency plans, risk assessment, talk, trust, take control strategy I ★★★

- evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
  - propose strategies for managing emotional responses and resolve conflict in a family, social situation or online environment S I ★★★
  - evaluate situations where an individual may react with extreme emotion and reflect on the impact that this response may have on the situation and/or their relationships eg reactions to grief and loss S I ★★★

What factors contribute to inclusive and respectful relationships?

Students:

- investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships
  - describe rights and recognise responsibility to others in relationships eg consent, ground rules, boundaries I ★★★
  - demonstrate interpersonal skills required to develop respectful relationships eg negotiating conflict, seeking help, providing feedback, asserting a stance on an issue I ★★★
  - discuss the components of inclusive relationships eg empathy, active listening I ★★★
  - assess the influence of contextual factors in relationships ★★★
  - evaluate influences on ethical behaviour across a range of relationship situations eg online and offline relationships I ★★★

- investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful
  - describe how forms of power are used in relationships
  - examine the impact of power, conflict and cooperation in different settings including school, friendship groups, home and workplace ★★★
  - discuss discrimination as an abuse of power and evaluate legislation, policies and practices that address discrimination eg past policies affecting Aboriginal Peoples such as segregation and Aboriginal Self Determination I ★★★
  - propose protective strategies for a range of neglect and abusive situations including family and domestic violence, bullying, harassment and vilification I ★★★

- investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) ★★★
  - demonstrate an understanding of empathy and compassion to appreciate difference and diversity through an analysis of individuals and groups including Aboriginal and Torres Strait Islander Peoples S I ★★★
  - compare own decisions with those of others and acknowledge others’ right to act differently and to change their mind ★★★
Healthy, Safe and Active Lifestyles

Outcomes

A student:
› assesses their capacity to reflect on and respond positively to challenges PD5-1
› researches and appraises the effectiveness of health information and support services available in the community PD5-2
› questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity PD5-6
› plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities PD5-7
› designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity PD5-8
› assesses strategies to effectively manage complex situations PD5-9
› critiques their ability to enact skills to build and manage relationships in various social situations PD5-10

Related Life Skills outcomes: PDLS-1, PDLS-2, PDLS-3, PDLS-6, PDLS-7, PDLS-8, PDLS-9, PDLS-10

Key Inquiry Questions
● How can I effectively manage situations where my own or others health, safety and wellbeing might be compromised?
● What strategies can I plan and promote in my community to empower individuals to lead safe, healthy and active lifestyles for the benefit of their own and other’s wellbeing?
● Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity?

Overview of Teaching and Learning
The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus
Students are provided with learning experiences where they are required to critically evaluate and analyse a broad range of key health issues and factors that have the potential to impact on young people’s health decisions, behaviours and actions. Through practical application students further develop their self-management and interpersonal skills to enable them to advocate and take positive action towards community health promotion. Through the design and implementation of action plans
students learn ways to enhance and support their own and others’ health, safety wellbeing and participation in lifelong physical activity.

Content

How can I effectively manage situations where my own or others’ health, safety, wellbeing and participation in physical activity might be compromised?

Students:
- plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short or long term risk (ACPPS091)
  - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations eg negotiation/refusal skills, decision making and problem solving S I 🕵️‍♂️
  - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing S I 🕵️‍♂️
  - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts eg drug use S I 🕵️‍♂️
  - evaluate the effectiveness of help and crisis services available to young people S 🕵️‍♂️
  - plan and practise responses to emergencies by explaining priority actions and where they may be required to administer first aid and DRSABCD eg in and around water environments, road injury and trauma, health conditions S I 🕵️‍♂️
  - examine and apply policies and processes for ensuring safe blood practices when participating in physical activities S 🕵️‍♂️
  - demonstrate and advocate appropriate safe and supportive upstander behaviour for various situations eg posting of offensive online material, bullying S I 🕵️‍♂️

What strategies can I plan and promote in my community to empower individuals to lead safe, healthy and active lifestyles for the benefit of their own and others’ wellbeing?

Students:
- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
  - explore safe driver and passenger actions and decisions to solve road use problems relevant to young people eg use ICT tools such as simulation software S 🕵️‍♂️
  - identify major causal factors in road and traffic related injuries and describe the skills and attitudes that support safe and responsible road behaviour S I 🕵️‍♂️
  - examine current levels of physical activity in the school or community and propose future goals or action plans that will assist themselves and others to maintain regular participation in physical activity S I 🕵️‍♂️
  - locate and participate in a range of physical activities available in the local area that meet identified needs and interests and evaluate their potential as lifelong physical activities S I 🕵️‍♂️
  - propose, implement and evaluate strategies that influence their own and others’ mental health eg participation in physical activity, sleep habits, mindfulness, connectedness S I 🕵️‍♂️
  - explore methods of contraception and evaluate the extent to which safe sexual health practices allow them to take responsibility for managing their own sexual health S I 🕵️‍♂️
  - examine Australian Government online safety programs and resources to explore the support services available to young people eg cyberbullying, offensive online material, gambling S 🕵️‍♂️
- design, implement and evaluate creative interventions for enhancing their own and others’ fitness levels and participation in lifelong physical activity
– investigate and prepare plans that promote the use of natural settings within the local community for physical activity and analyse their effectiveness in enhancing lifelong physical activity and/or improving fitness levels S 🏃‍♂️
– design and implement a health- or skill-related fitness circuit using non-specialised equipment that can be used by others to improve or maintain fitness levels M 🏃‍♂️
– create personalised fitness plans which address goals, the components of fitness and physical activities that meet the needs of different people M 🏃‍♂️
– prepare, deliver and critique a health intervention that is designed to promote healthy, safe, active and balanced lifestyles I 🏃‍♂️
– create and evaluate health campaigns, programs or mobile applications that aim to promote fitness or participation in lifelong physical activity S 🏃‍♂️
– adopt and perform a variety of roles to enhance their own and others’ enjoyment of and participation in physical activity S I 🏃‍♂️

• critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
  – research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the contact information of these services eg within social networks S I 🏃‍♂️
  – critique the appropriateness of health and support services that provide advice and support on health related issues and propose strategies to encourage young people to access appropriate services S I 🏃‍♂️
  – develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice S 🏃‍♂️

• examine and promote young people’s rights to health care and support services
  – investigate community health resources to evaluate how accessible they are for marginalised individuals and groups and propose changes to promote greater inclusiveness and accessibility S I 🏃‍♂️
  – research factors influencing young people’s access to health information, products and services and propose actions to address inequities that exist within the community S 🏃‍♂️
  – identify a key issue for individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills S I 🏃‍♂️

Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity?

Students:
• analyse situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
  – describe pro-social behaviour expectations in diverse relationships and social situations and examine how these can influence decisions behaviours and actions S I 🏃‍♂️
  – explore and reflect on personal attitudes and beliefs around sexuality and sexual health behaviours and recognise the impact these and other contextual factors can have on their own and others health, safety and wellbeing I 🏃‍♂️
  – investigate the influences on risk-taking and decision making and assess their impact on individual health and wellbeing eg drug use, safe travel, physical activity, personal safety S 🏃‍♂️
  – explore community perceptions around mental health and discuss the influence they have on their own and others’ health, safety and wellbeing S I 🏃‍♂️
Stage 5

• analyse the contextual factors impacting on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples
  – investigate the role that extended family, kinship structures and the broader community play in the lives of Aboriginal and Torres Strait Islander Peoples and the positive extent to which this supports health, safety and wellbeing S I ♠ ♣ ♢ ♠
  – explore sources of nutritional information and investigate the contextual factors that influence food choices and habits eg cooking S ♠ ♣ ♢
  – examine how contextual factors influence sense of self and assess the impact this has on individual health, safety and wellbeing I ♣ ♢
  – analyse how societal norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others’ health, safety and wellbeing eg Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) health, people from culturally and linguistically diverse (CALD) backgrounds S I ♠ ♣ ♢ ♠
  – investigate community action initiatives by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities S ♣
  – assess the impact of contextual factors on access to and acceptance of health products and services S I ♠ ♣

• investigate media strategies, marketing and influences associated with health issues affecting young people
  – critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people eg messages regarding body image, nutrition and mental health S ♠ ♣ ♢ ♠
  – critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity S I ♠ ♣ ♢ ♠
  – examine marketing strategies to determine the influence they have on young people’s attitudes, behaviour and perceptions of health eg healthy food habits, drug use, sexuality, gambling, sexual health S ♠ ♣
  – explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence the health behaviours and actions of young people S I ♠ ♣

• reflect on how fair play and ethical behaviour can influence their own and others’ participation in lifelong physical activity (ACPMP107)
  – analyse how equitable participation in group activities can influence outcomes in physical activity S ♠ ♣ ♢ ♠
  – describe the contribution they make as an individual to teamwork, leadership and enjoyable participation for all and assess the influence this has on others to participate in lifelong physical activity I ♠ ♣ ♢ ♠
  – discuss the degree to which self talk and encouragement influences and motivates themselves and others to continue to participate in physical activity I ♣ ♢

• examine the influence of physical activity, outdoor recreation and sport on the lives of Australians (ACPMP104)
  – explore the importance of social and cultural practice on individual and community participation in physical activity and participate in a range of physical activities from the Asia region I ♣ ♢ ♠
  – promote the significant contribution Aboriginal and/or Torres Strait Islander Peoples make, and have made, to sport in Australia and describe the positive impact this has had on the health and wellbeing of individuals and groups in the community I ♣ ♢ ♢ ♣ ♢ ♣ ♢
– investigate the varied perspectives held by Australians on sport and outdoor recreation and examine how diversity is represented in the sports we play today S
Movement Skill and Performance

Outcomes

A student:
› adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5-4
› appraises and justifies choices of action when solving complex movement challenges PD5-5
› critiques their ability to enact skills to build and manage relationships in various social situations PD5-10
› refines and applies movement skills and elements of movement to compose and perform innovative movement sequences PD5-11

Related Life Skills outcomes: PDLS-4, PDLS-5, PDLS-10, PDLS-11

Key Inquiry Questions

● How can we use feedback to create adaptations to movement skills to make them more effective in different contexts?
● How can I create new strategies, tactics and rules to improve movement and evaluate the effect these have on performance?
● How can I include, assist and lead others during physical activity?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement contexts. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students should be provided with opportunities to explore complex and challenging movement activities from a variety of contexts such as rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. Students may refine and consolidate interpersonal skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. They experience different roles that contribute to successful participation in physical activity.
Stage 5

Content

How can we use feedback to create adaptations to movement skills to make them more effective in different contexts?

Students:
- provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)
  - demonstrate fundamental and specialised movement skills in increasingly complex and challenging activities, including rhythmic and expressive movement activities, games and sports, outdoor recreation, lifelong physical activities M φ
  - adapt, transfer and improvise creative movement skills in increasingly demanding contexts, including varying space, rules, equipment and apparatus, time restrictions and rhythm S M φ
  - perform specialised movement skills from a range of creative movement contexts M φ
  - perform a range of water safety and water confidence skills, e.g., demonstrate efficient leg action to keep the head above water surface without arm action and ensure self-preservation by using defensive techniques to position themselves safely and securely when performing rescues M φ
  - appropriately respond to teacher and peer feedback to enhance movement performance S I M φ
  - use ICT tools to provide constructive feedback, evaluate and enhance movement performance of self and others' S I M φ

How can I create new strategies, tactics and rules to improve movement and evaluate the effect these have on performance?

Students:
- develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)
  - use established criteria to measure and evaluate the effectiveness of movement performance in relation to movement concepts and strategies S I M φ
  - develop and implement appropriate strategies, tactics and rules for selected movement scenarios S M φ
  - review, propose and implement alternative responses to movement situations based on the outcome of previous performances S I M φ
- analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)
  - experiment with the application of simple biomechanical principles including force and speed applied to an object to enhance performance and ensure safety S M φ
  - demonstrate and describe how the body can produce and absorb force I M φ
  - create a group performance that demonstrates synchronous and individual movements S M φ
  - use performance feedback to analyse movements and enhance movement sequences and performances e.g., ICT, peer, and self-evaluation S M φ
- transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
  - draw parallels between successful movement strategies, tactics and rules in one physical activity situation and explain how they could be used effectively in a different situations S I M φ
  - predict possible outcomes of innovative solutions to movement challenges based on past experiences S I M φ
– reflect on and explain why certain movement solutions were successful within a specific activity or movement challenge \textbf{SI M} 
– demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks \textbf{SI M} 

\textbf{How can I include, assist and lead others during physical activity?}

Students:
\begin{itemize}
  \item devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
  \item evaluate individual strengths and the contribution they make to teamwork and leadership to encourage enjoyable participation for everyone in movement activities \textbf{SI M} 
  \item implement motivational strategies to influence the involvement and engagement of themselves and others in movement activities \textbf{SI M} 
  \item create and implement self-assessment and peer-assessment tools to evaluate performance in a variety of roles including player, official and record keeper during movement activities \textbf{SM} 
\end{itemize}

\begin{itemize}
  \item reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)
  \item participate in physical activities where players rather than an independent official are responsible for applying the rules \textbf{SM} 
  \item demonstrate an understanding of ethical and fair behaviours across a variety of physical activities \textbf{IM} 
  \item analyse how equitable participation in group activities can influence outcomes in physical activity \textbf{IM} 
\end{itemize}
Overview of Subject Matter Stage 5

The following overview is provided to assist teachers in planning ways in which they can cover content in this stage.

<table>
<thead>
<tr>
<th>Overview of subject matter</th>
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<tbody>
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<td>- previous challenges</td>
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<td>- personal strengths for growth</td>
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<td>- skills for work</td>
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<td>- future challenges</td>
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<td>- overcoming adversity</td>
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<td>• Impact of change and transitions</td>
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<td>- individual and group identity</td>
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<td>- influences on identity</td>
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<tr>
<td>- influences on change and transitions</td>
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<tr>
<td>- supporting own and others identity</td>
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<tr>
<td><strong>Respectful relationships</strong></td>
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<td>• Rights and ethical responsibilities</td>
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<tr>
<td>- ethical and social behaviour expectations</td>
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<td>- consent, ground rules, boundaries</td>
</tr>
<tr>
<td>• Change in relationships</td>
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<td>- cause and impact of change</td>
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<td>- influence of contextual factors</td>
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<tr>
<td>• Interpersonal skills</td>
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<td>- assertive positions and decisions</td>
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<td>- negotiation</td>
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<td>• Power in relationships</td>
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<td>- use of power in relationships</td>
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<tr>
<td>- impact of power</td>
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<td>- influences on power</td>
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<td>• Self-awareness</td>
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<td>- empathy</td>
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<td>- managing emotions</td>
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<td><strong>Influences on health, safety, wellbeing &amp; participation in physical activity</strong></td>
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<td>• health and wellbeing</td>
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<td>• sense of self</td>
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<td>• influence of culture</td>
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<tr>
<td>• Nutrition</td>
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<tr>
<td>- influences on food choice and habits</td>
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<tr>
<td>- sources of nutritional information</td>
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<tr>
<td>• Health literacy</td>
</tr>
<tr>
<td>- interpreting media and marketing messages</td>
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<tr>
<td><strong>Protective strategies</strong></td>
</tr>
<tr>
<td>• Safe/unsafe practices</td>
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<tr>
<td>- protective skills for unsafe behaviour, actions or situations</td>
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<td>- refusal skills in a variety of situations</td>
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<td>- safety plans to address a challenge</td>
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<tr>
<td>- safe/unsafe scenarios</td>
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<tr>
<td>- emergency responses and priority actions</td>
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<tr>
<td>• Sexual health</td>
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<tr>
<td>- safe sexual health practices</td>
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<tr>
<td>- responsibility for sexual health decisions</td>
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<tr>
<td>• Help-seeking</td>
</tr>
<tr>
<td>- influences on seeking help</td>
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<tr>
<td>- Strategies to access health information, products and services</td>
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<tr>
<td>• Decision making</td>
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<tr>
<td>- ethical decision making</td>
</tr>
<tr>
<td>- choices and consequences</td>
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<tr>
<td><strong>Physical activity</strong></td>
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<tr>
<td>• Lifelong physical activity</td>
</tr>
<tr>
<td>• Fitness</td>
</tr>
<tr>
<td>- fitness circuit</td>
</tr>
<tr>
<td>- personalised fitness plans</td>
</tr>
<tr>
<td>• Goal setting</td>
</tr>
<tr>
<td>- goals for regular participation</td>
</tr>
<tr>
<td>• Participation</td>
</tr>
<tr>
<td>- safe policies and processes</td>
</tr>
<tr>
<td>- social and cultural participation</td>
</tr>
<tr>
<td>• Settings for physical activity</td>
</tr>
<tr>
<td>- local community settings</td>
</tr>
<tr>
<td>- natural settings</td>
</tr>
<tr>
<td>• Roles in physical activity</td>
</tr>
<tr>
<td>- roles for enjoyment and participation</td>
</tr>
<tr>
<td>- teamwork</td>
</tr>
<tr>
<td>- leadership</td>
</tr>
<tr>
<td>• Inclusive, ethical and fair play</td>
</tr>
</tbody>
</table>
Overview of subject matter

- impact of media and marketing messages
- Mental health
  - positive management strategies
  - self-management skills
  - community perceptions
- Safe travel
  - safe driver/passenger actions and decisions
- Water safety
  - managing situations in and around water
- Online safety
  - government safety programs and resources
  - influences on responsible use
- Drug use
  - external influences
  - safe choices
- Inclusivity and diversity
  - individual and group diversity
- Risk taking
  - influences on risk taking across contexts
  - impact on health and wellbeing
- equitable participation
- motivational strategies
- self-officiated participation

Movement

- Fundamental and specialised movement skills
  - complex and challenging activities
- Movement sequences
  - creative contexts
- Movement challenges
  - adapt, transfer, improvise movement
  - innovative solutions
  - skills to complete complex and new tasks
- Movement concepts
  - biomechanical principles
- Aquatic skills
  - water safety and self-preservation skills
- Strategies and tactics
  - Relationship in strategies, tactics, rules for success
- Performance feedback
  - feedback to improve performance
  - self and peer assessment

Note: These will be further elaborated once final feedback on content has been confirmed.
Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and 5 objectives of the *PDHPE K–10 Draft Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the PDHPE Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- PDHPE
- Special education needs
- Life Skills.
Years 7–10 Life Skills Outcomes

Table of Objectives and Outcomes

For students undertaking a course based on Life Skills outcomes and content:
- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Knowledge and Understanding

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● develop, improve and strengthen personal identity, resilience and respectful relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PDLS-1</strong></td>
<td>recognises personal characteristics and changes that make us unique</td>
</tr>
<tr>
<td><strong>PDLS-2</strong></td>
<td>demonstrates help seeking strategies and behaviours</td>
</tr>
<tr>
<td><strong>PDLS-3</strong></td>
<td>uses appropriate strategies to establish and maintain respectful relationships with others</td>
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</table>

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td></td>
<td>● acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PDLS-4</strong></td>
<td>participates safely in a range of physical activities</td>
</tr>
<tr>
<td><strong>PDLS-5</strong></td>
<td>engages with ways to problem solve in a variety of physical activity contexts</td>
</tr>
</tbody>
</table>
### Objective

Students:
- understand the significance of contextual factors and community and personal resources that influence health, safety, wellbeing and participation in physical activity

### Life Skills outcomes

A student:

**PDLS-6**
explores the influence of a variety of factors on health, safety, wellbeing and participation in physical activity

### Objective

Students:
- strengthen, improve and action health, safety, wellbeing and participation in physical activity to increase opportunities to enhance movement and lifelong physical activity for themselves, others and communities

### Life Skills outcomes

A student:

**PDLS-7**
engages with components of a healthy, safe and balanced lifestyle

**PDLS-8**
uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts

### Skills

### Objective

Students:
- develop self-management, interpersonal and movement skills to participate in and enhance health, safety, wellbeing and physical activity experiences for themselves, others and communities

### Life Skills outcomes

A student:

**PDLS-9**
develops skills for effective self-management

**PDLS-10**
uses appropriate communication skills in a variety of interpersonal contexts

**PDLS-11**
experiences a range of movement skills in a variety of contexts
Values and Attitudes

Students:
- demonstrate a commitment to the qualities and principles that promote empathy, respectful relationships, resilience, inclusivity and social justice
- engage in regular movement-based learning experiences that are personally challenging and value the importance of movement and physical activity in their daily lives and in the community
- action health behaviours that nurture their own and others wellbeing in order to live healthy, safe, and active lives
Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge and Understanding

<table>
<thead>
<tr>
<th>Objective</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>A student:</td>
</tr>
<tr>
<td>● develop, improve and strengthen personal identity, resilience and respectful relationships</td>
<td></td>
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<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>PDLS-1</strong> recognises personal characteristics and changes that make us unique</td>
<td><strong>PD4-1</strong> examines strategies to manage current and future challenges</td>
</tr>
<tr>
<td></td>
<td><strong>PD5-1</strong> assesses their capacity to reflect on and respond positively to challenges</td>
</tr>
<tr>
<td><strong>PDLS-2</strong> demonstrates help seeking strategies and behaviours</td>
<td><strong>PD4-2</strong> examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</td>
</tr>
<tr>
<td></td>
<td><strong>PD5-2</strong> researches and appraises the effectiveness of health information and support services available in the community</td>
</tr>
<tr>
<td><strong>PDLS-3</strong> uses appropriate strategies to establish and maintain respectful relationships with others</td>
<td><strong>PD4-3</strong> recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power</td>
</tr>
<tr>
<td></td>
<td><strong>PD5-3</strong> analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power</td>
</tr>
</tbody>
</table>
### Objective

**Students:**
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

### Life Skills outcomes

<table>
<thead>
<tr>
<th>A student:</th>
</tr>
</thead>
</table>

| **PDLS-4** participates safely in a range of physical activities |
| **PD4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts |
| **PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts |

| **PDLS-5** engages with ways to problem solve in a variety of physical activity contexts |
| **PD4-5** transfers and adapts solutions to complex movement challenges |
| **PD5-5** appraises and justifies choices of action when solving complex movement challenges |

### Objective

**Students:**
- understand the significance of contextual factors and community and personal resources that influence health, safety, wellbeing and participation in physical activity

### Life Skills outcomes

<table>
<thead>
<tr>
<th>A student:</th>
</tr>
</thead>
</table>

| **PDLS-6** explores the influence of a variety of factors on health, safety, wellbeing and participation in physical activity |
| **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity |
| **PD5-6** questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity |
### Objective

**Students:**
- strengthen, improve and action health, safety, wellbeing and participation in physical activity to increase opportunities to enhance movement and lifelong physical activity for themselves, others and others

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PDSL-7</strong> engages with components of a healthy, safe and balanced lifestyle</td>
<td><strong>PD4-7</strong> investigates health practices, behaviours and resources to promote healthy, safe and active communities</td>
</tr>
<tr>
<td><strong>PDLS-8</strong> uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts</td>
<td><strong>PD4-8</strong> plans for and participates in activities that encourage lifelong physical activity</td>
</tr>
<tr>
<td></td>
<td><strong>PD5-7</strong> plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities</td>
</tr>
<tr>
<td></td>
<td><strong>PD5-8</strong> designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity</td>
</tr>
</tbody>
</table>
## Skills

### Objective

**Students:**
- develop self-management, interpersonal and movement skills to participate in and enhance health, safety, wellbeing and participation in physical activity experiences for themselves, others and community

### Life Skills outcomes

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDLS-9 develops skills for effective self-management</td>
<td>PD4-9 demonstrates strategies to effectively manage emotional situations</td>
</tr>
<tr>
<td>PDLS-10 uses appropriate communication skills in a variety of interpersonal contexts</td>
<td>PD5-9 assesses strategies to effectively manage complex situations</td>
</tr>
<tr>
<td>PDLS-11 experiences a range of movement skills in a variety of contexts</td>
<td>PD4-10 applies and refines skills to assist themselves and others to build and manage relationships in various social situations</td>
</tr>
<tr>
<td></td>
<td>PD5-10 critiques their ability to enact skills to build and manage relationships in various social situations</td>
</tr>
<tr>
<td></td>
<td>PD4-11 demonstrates how movement skills and elements of movement can be adapted and transferred to enhance and solve movement challenges</td>
</tr>
<tr>
<td></td>
<td>PD5-11 refines and applies movement skills and elements of movement to compose and perform innovative movement sequences</td>
</tr>
</tbody>
</table>
Years 7–10 Life Skills Content

Content in Life Skills syllabuses is suggested. Content describes the intended learning for students as they work towards achieving one or more syllabus outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students.

Health, Wellbeing and Relationships

Outcomes

A student:
› recognises personal characteristics and changes that make us unique PDLS-1
› demonstrates help seeking strategies and behaviours PDLS-2
› uses appropriate strategies to establish and maintain respectful relationships with others PDLS-3
› develops skills for effective self-management PDLS-9
› uses appropriate communication skills in a variety of interpersonal contexts PDLS-10

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 personal characteristics make us unique?
● What changes do adolescents go through?
● What are the indicators of a respectful relationship?
● How can we establish and maintain respectful relationships?
● What does being resilient mean?
● What are effective communication skills?

Overview of Teaching and Learning

The strand Health, Wellbeing and Relationships focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.
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 skills, knowledge and understanding of these concepts. Students 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 and plan and action strategies that support instigation and maintenance of respectful relationships.

Content

What personal characteristics make us unique?

Students:

- recognise personal characteristics that are the same and/or different as others, for example: S 🌟
  - eye colour, facial features, hair colour
  - height, body shape
  - needs, eg love, sense of belonging, friendship, shelter, assistance, medications, physical aids (wheelchair, glasses, assistive and adaptive technology)
  - feelings
  - emotional responses
  - interests
  - abilities
  - personalities
  - gender
  - ethnicity
  - diversity

- explore strengths and abilities of themselves and others, for example: ⭐⭐⭐
  - being a caring friend
  - independence
  - communication skills
  - social skills
  - working with others
  - problem solving

- identify strengths and abilities of themselves and others relating to health, wellbeing and relationships, for example: S, I ⭐⭐
  - physical activity, eg sports
  - independence in relation to personal hygiene and nutrition
  - self-management skills, eg emotions, feelings, health-care
  - caring about others
  - listening to others
  - demonstrating empathy
  - communicating with others

What changes do adolescents go through?

Students:

- recognise visible features that undergo change during adolescence, for example: S 🌟🌟🌟
  - physical size
  - skin
  - female and male body changes
Life Skills

- recognise physical features that are unseen that undergo change during adolescence, for example: S 🌐 🌐 🌐 🌐
  - voice
  - changes to the reproductive system
  - emotions

- identify changes associated with adolescence, for example: S 🌐 🌐 🌐 🌐
  - physical changes, eg menstruation
  - cultural and religious roles and responsibilities eg Aboriginal and Torres Strait Islander 🌐
  - intense emotions, mood swings
  - self-consciousness
  - concern for appearance
  - increase in risk-taking behaviours
  - sexual feelings

- recognise changes in relationships that occur in adolescence, for example: S 🌐 🌐 🌐 🌐
  - social and emotional relationships with peers
  - social and emotional relationships with other genders
  - social and emotional relationships with adults
  - sexual relationships

- understand that physical changes are a normal part of adolescence, for example: S 🌐 🌐 🌐 🌐
  - individual differences within each stage of development, eg onset of puberty
  - understand that physical changes occur and at different rates
  - identify the stages of the reproductive process, eg menstrual cycle, sperm production, conception, pregnancy, childbirth

- explore the concepts of independence and responsibility, for example: S 🌐 🌐 🌐 🌐
  - strategies to manage feelings and emotions, eg communicate concerns with significant others, use self-talk, use personal space/time, access advice and support
  - social networks
  - appropriate responses to physical changes at a personal and intrapersonal level
  - recognise the implications of physical changes for appropriate personal and intrapersonal behaviour, eg privacy, personal space, when, where, and with whom to discuss physical changes

What are the indicators of a respectful relationship?
Students:

- identify personal relationships which are of significance, for example: I 🌐 🌐 🌐 🌐
  - family, carers
  - Elders
  - kinship
  - peers
  - social groups

- explore the elements of a respectful relationship, for example: I 🌐 🌐 🌐 🌐
  - able to communicate freely
  - reliability
  - trust
  - loyalty
  - dependability
  - friendship
Life Skills

recognise factors that can influence a relationship, for example: I ♦ ♦ ♦
- gender
- shared interests
- age
- expectations
- feelings
- emotions
- negativity/positivity

How can we establish and maintain respectful relationships?
Students:
- explore factors that contribute to respectful relationships, for example: S I ♦ ♦ ♦ ♦
  - cooperation, sharing
  - respect
  - empathy
  - honesty
  - trust
  - loyalty
  - management of feelings and emotions
  - verbal and nonverbal communication
  - pro-social behaviour

recognise factors that impact negatively on relationships, for example: S ♦ ♦ ♦ ♦
- bullying, coercion, harassment, violence, threats, bribes
- sexism
- blaming
- racism
- avoiding responsibility
- not managing feelings and emotions appropriately
- negative verbal and nonverbal communication, eg body language, facial expressions, negative talk
- family and domestic violence
- addictive behaviours

engage in help seeking strategies to enhance personal safety in relationships, for example: S, I ♦
- seek advice from a trusted peer or adult
- access community resources

identify skills to initiate relationships, for example: S I ♦ ♦ ♦ ♦ ♦
- clear communication
- listen attentively
- engage with others in activities of common interest
- respond to the feelings and emotions of others, eg show empathy, use receptive listening, acknowledge their need for personal space/time-out

demonstrate the skills to initiate relationships, for example: S I ♦ ♦ ♦ ♦ ♦ ♦
- clear communication
- listen attentively
- engage with others in activities of common interest
- respond to the feelings and emotions of others, eg show empathy, use receptive listening, acknowledge their need for personal space/time-out
Life Skills

- engage with skills to maintain respectful relationships, for example: S I ♡ ♢ ♣ ♤
  - empathy
  - conflict resolution, negotiation
  - express views and feelings appropriately and openly
  - accept personal responsibility
  - accommodate the needs, values and feelings of others

- demonstrate respect for individual differences, for example: S I ♣ ♢ ♤
  - use appropriate language when discussing difference
  - model respect, empathy
  - understand that everybody is different
  - familiarisation with local community

- discuss the reasons why a relationship may change or finish, for example: S ♡ ♢ ♣ ♤
  - change of or leaving school
  - change of neighbourhoods
  - change of interests
  - loss of friend or family member
  - age difference

What does being resilient mean?

Students:
- recognise emotions in themselves and in others, for example: S I ♡ ♢ ♣ ♤
  - cultural differences in expressing emotions ♡ ♢ ♣ ♤
  - anger
  - happiness
  - sadness
  - fear
  - disgust
  - surprise
  - excitement
  - grief and loss
  - anxiety

- explore the ability to manage emotions and behaviour, for example: S I ♡ ♣ ♤
  - focus on positives
  - impulse control
  - conflict resolution skills
  - seek help if needed
  - ability to reflect on and evaluate challenging situations

- recognise the elements of resiliency, for example: S I ♡ ♣ ♤
  - social competence
  - initiating and maintaining respectful relationships with peers and adults
  - empathy
  - effective communication skills
  - conflict resolution skills
  - healthy sense of humour
  - stress management
Life Skills

- examine the connections between thoughts, emotions and behaviour, for example: SI
  - positive thoughts help maintain mental wellbeing
  - negative thoughts can lead to anger which can lead to conflict

- recognise the importance of self-regulating, for example: SI
  - manage emotions
  - control impulses
  - manage stressful situations

- engage with strategies to strengthen personal identity and resilience, for example: SI
  - manage emotions
  - problem-solving
  - decision making
  - positive self-talk
  - acknowledgement of strong emotions
  - accept that making mistakes is human and a learning experience
  - cope with change
  - sleep well and eat well
  - manage real life stressors
  - debrief after stressful incidents
  - mindfulness
  - help seeking strategies, eg people and community resources

- demonstrate independence, for example: SI
  - show a degree of independence from adults
  - reflect critically on their environment
  - have a well-developed sense of their own identity
  - belief in their own ability to solve problems
  - optimism, eg being able to think positively about problems
  - belief in a bright future
  - sense of being able to cope with whatever life throws at you

What are effective communication skills?
Students:

- recognise non-verbal communication, for example: I
  - facial expressions
  - body language
  - gestures
  - eye contact
  - posture
  - tone of voice
  - art, dance

- demonstrate positive communication skills, for example: SI
  - body language, eg smile frequently but appropriately, firm handshake; hug if appropriate (close friends and family); good posture; uncrossed arms or legs
  - respond to cultural differences in communication styles
  - active listening
  - appropriate language, eg use polite language in a shopping centre or in a restaurant
  - appropriate and safe use of ICT tools, eg post appropriate content on social media, demonstrate awareness of online safety
  - truthful and honest communication
– ask questions, eg to learn more about the information being relayed or to learn more about the person the student is communicating with

● explore how positive communication helps us solve problems, for example: S I 🗣️ 🌟
  – active listening
  – empathy
  – assertiveness
Healthy, Safe and Active Lifestyles

Outcomes

A student:
› demonstrates help seeking strategies and behaviours PDLS-2
› explores the influence of a variety of factors on health, safety, wellbeing and participation in physical activity PDLS-6
› engages with components of a healthy, safe and balanced lifestyle PDLS-7
› uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts PDLS-8
› develops skills for effective self-management PDLS-9
› uses appropriate communication skills in a variety of interpersonal contexts PDLS-10
› experiences a range of movement skills in a variety of contexts PDLS-11

Related Stage 4/5 outcomes: PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10, PD4-11, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10, PD5-11

Key Inquiry Questions
● What helps us feel a sense of belonging and connectedness to our school and community?
● What is a healthy and balanced lifestyle?
● What can influence our health, safety and wellbeing?
● How can we stay safe in a range of environments?
● How can we strengthen our personal identity and resilience?
● How can a healthy lifestyle improve our overall health and wellbeing?

Overview of Teaching and Learning

The strand Healthy, Safe and Active Lifestyles is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

Content Focus

Students engage with a range of resources and concepts that influence their health, safety, wellbeing and participation in physical activity. Students explore relationships between key issues affecting young people and make plans to improve levels of connectedness in their school and community. Students recognise the challenges young people face in relation to a variety of health issues. They are provided with opportunities to plan and action strategies to improve the health, safety, wellbeing and participation in physical activity of themselves and others. Students reflect upon their success in improving aspects of their lifestyle.
Content

**What helps us feel a sense of belonging and connectedness to our school and community?**

**Students:**

- recognise the types of activities that make us feel connected, for example: I
  - sporting team
  - special interest groups
  - cultural and religious groups and traditions
  - social media and online environments
- participate in activities and games in different environments, for example: S I M
  - indoor/outdoor bowls
  - bushwalking
  - camping
  - informal park games
  - floorball
  - board games
- recognise the role that health and physical activity play in developing the skills to help us become effective team members, for example: I M
  - strategy and tactics development
  - problem-solving skills
  - confidence
  - cooperation
  - planning skills
- recognise how physical activity connects people, for example: S I M
  - teamwork
  - sense of achievement
  - cultural acceptance
  - sense of belonging to a group
  - camaraderie

**What is a healthy and balanced lifestyle?**

**Students:**

- explore the elements of a healthy and balanced lifestyle, for example: I
  - physical activity, eg bushwalking, games, sports, aquatic activities, dance
  - healthy food choices, eg food groups, reading labels and packaging
  - wellbeing, eg respectful relationships, feeling connected to community, managing stress
  - sleep
- recognise the relationship between diet, physical activity and health, for example: I
  - select food from the different food groups to provide a balanced diet
  - balance food intake and physical activity, eg establish how much physical activity is needed to maintain healthy weight
  - recognise the implications of eating snack food
- identify foods that promote good health, for example: I
  - recognise foods in the different food groups that they should eat most, moderately and least in the context of their lifestyle
  - identify the properties of foods that contribute to personal health
● examine the elements of a nutritious and balanced diet, for example: 
  – make healthy choices when selecting foods in a range of situations 
  – read labels and packaging to gain information about the nutritional levels of food 
  – understand that some people may have food intolerances and/or allergies, eg peanut allergy, lactose intolerance 
  – identify factors that influence food choices, eg advertisements, peer pressure, culture

What can influence our health, safety and wellbeing?
Students:
● recognise factors that contribute to safety in a range of environments, for example: 
  – safe travel 
  – weather forecasts and awareness of environmental conditions 
  – use of protective clothing 
  – following rules, procedures and safety signage 
  – safe spaces, eg the classroom, office, police station 
  – healthy diet 
  – physical activity 
  – seeking appropriate medical attention 
  – mental health 
  – drug use 
  – sexual health 
  – water environment safety 
  – mobile device and online safety 
  – addictive behaviours eg gambling 
  – offensive online material 

● explore the influence of physical activity on health, for example: 
  – assists in controlling obesity 
  – reduces risk of lifestyle diseases 
  – improves core strength and fitness levels 
  – improves joint and muscle strength 
  – promotes sleep 
  – increases energy levels 
  – improves concentration and confidence 
  – develops social skills and networks 
  – reduces feelings of stress and anxiety

● describe the factors that influence our wellbeing, for example: 
  – personal, eg healthy food habits, physical activity, sleep 
  – socio-cultural, eg family, peers, religion 
  – geographical, eg access to health services

How can we stay safe in a range of environments?
Students:
● recognise safe and unsafe situations, for example: 
  – out of bounds areas at school 
  – on the street or in the park after dark 
  – in a vehicle when the driver has been drinking or using illegal substances 
  – hostile environments eg fighting, arguing, shouting, domestic violence 
  – with people who are drinking or taking illegal drugs 
  – places with signage “Keep Out” and/or “Danger”
– environmental hazards, eg weather conditions, heavy traffic

• respond appropriately to indicators of unsafe situations, for example: 
  – follow evacuation procedures, eg fire or smoke alarm
  – follow lock down procedures, eg lock doors, go to preselected safe spot
  – wait on footpath if “don’t walk” sign is indicated
  – follow safety signs and signals, eg signage in and around water, “No Entry”, traffic lights
  – avoid distractions as a road user
  – use public and private online environments appropriately
  – report concerns about unsafe situations immediately to appropriate personnel
  – access appropriate community resources and support networks

• recognise their right to privacy, safety, and to be treated with dignity and sensitivity, for example: 
  – appropriate behaviours in private and social situations
  – appropriate touching and handling involved in carrying out personal procedures
  – inappropriate touching and handling in carrying out personal procedures
  – personal stress indicators and warning signals

• discuss appropriate and inappropriate intimate behaviour by others in a range of situations, for example: 
  – family members/carer
  – health professionals
  – leaders
  – coaches
  – school staff
  – friends
  – unknown people

• identify matters associated with sexuality, for example: 
  – privacy and ethical behaviour
  – responsibilities associated with sexual activity for themselves and others
  – safe sex
  – contraception
  – fertility and pregnancy
  – sexually transmitted infections
  – sexual behaviours and expectations
  – appropriate sources for advice on and assistance
  – potential outcomes of sexual activity

• develop communication strategies to promote safety across a range of contexts, for example: 
  – negotiation and refusal skills eg say no to unwanted contact, “No-Go-Tell” routine
  – network of trusted adults with whom it is appropriate to communicate dissatisfaction or distress in relation to unwanted touch, bribes, threats, bullying or harassment

• examine the appropriate and inappropriate use of substances, for example: 
  – medication which has been prescribed by a doctor or given by an authorised person for a specific personal condition
  – times and dosages of personal medications, eg 10ml taken 3 time a day before meals
  – reactions to personal medication and action that may be required
  – bracelet or necklace that indicates an allergic reaction
Life Skills

authorised people for prescribing and administering medication, eg doctors write prescriptions; parents, carers, teachers administer medication

substances and drugs which are not prescribed by doctors, eg tobacco, alcohol

substances which are poisonous if inhaled or ingested, eg glues, aerosols, cleaning fluids

substances and drugs which are illegal

personal responsibility in relation to illegal drugs and substances, eg legal consequences

refusal skills when offered medication by another student

refusal skills when offered illegal drugs or substances for inappropriate purposes

**How can we improve our overall health and wellbeing?**

Students:

- recognise their own health care needs, for example: S I φ ◊
  - toileting
  - medication
  - prevention and treatment of allergic reactions

- recognise the importance of personal hygiene and grooming to their overall health and wellbeing, for example: S I φ ◊
  - wash hands correctly
  - shower or bath regularly
  - blow nose appropriately
  - dental care
  - wash and comb hair
  - shave if required

- communicate health care needs appropriately to others, for example: S I φ ◊ ◊
  - assistance with toileting
  - check blood sugar levels
  - medication
  - change of dressings, tubes
  - allergy treatment

- manage their own health care procedures independently and appropriately in a range of situations and environments, for example: I φ ◊
  - appropriate area for carrying out procedures eg hygienic area for any invasive procedures
  - ensure all medication and/or equipment is always in the correct place

- identify when personal hygiene and grooming procedures are needed, for example: S I φ ◊
  - wash hands after toileting and before eating
  - wear clean clothes after bathing or showering
  - shave if required
  - use tissues or handkerchief when blowing nose
  - cover mouth when sneezing or coughing
  - use deodorant and/or antiperspirant
  - awareness of cultural requirements in personal hygiene and grooming procedures ◊

- display appropriate personal hygiene and grooming procedures for example: S I φ ◊
  - clean uniform
  - clean face and hands
  - appropriate actions when blowing nose
  - no strong body odour
  - clean and tidy hair
- clean teeth

- demonstrate appropriate eating and drinking practices, for example: 
  - awareness of cultural practices, eg eating with chopsticks, using one hand only, separation of genders, sharing ♽️
  - communicate hunger or thirst
  - engage in mealtime routines
  - cooperate and assist in mealtime procedures
  - practise good manners in a range of environments
  - understand the importance of moderation in eating and drinking
Movement Skill and Performance

Outcomes

A student:
› participates safely in a range of physical activities PDLS-4
› engages with ways to problem solve in a variety of physical activity contexts PDLS-5
› uses appropriate communication skills in a variety of interpersonal contexts PDLS-10
› experiences a range of movement skills in a variety of contexts PDLS-11

Related Stage 4/5 outcomes: PD4-4, PD4-5, PD4-10, PD4-11, PD5-4, PD5-5, PD5-10, PD5-11

Key Inquiry Questions
● How do we experience a range of movement skills in everyday situations?
● What factors do we need to consider to participate safely in physical activities?
● Why is it important to participate safely in physical activities?
● How does physical activity promote problem-solving skills?

Overview of Teaching and Learning

The strand Movement Skill and Performance promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

Content Focus

Students engage with a range of movement skills and performance concepts as well as information and resources available that may influence their movement skills and performance. Students explore relationships between the concepts of movement skills and performance and health, safety and wellbeing. Students make plans to improve their levels of participation in movement skill activities and recognise the relationship between health and physical activity concepts. Students reflect upon their success in improving aspects of their lifestyles.
Content

How do we experience a range of movement skills in everyday situations?

Students:

● participate in fundamental movement skills, for example: M ⚪ ⚫ ⚪
  – jump
  – run
  – gallop
  – hop
  – leap
  – side step
  – catch
  – underarm roll
  – strike a stationary ball
  – overarm throw
  – kick
  – stationary dribbling
  – balance
  – modified activities to suit student’s physical ability, eg grasping a ball and releasing, lifting arms/legs and hold for specified amount of time *

● discuss the development of fine motor skills, for example: S I M ⚪ ⚫ ⚪
  – self-care, eg dressing, tying shoe laces, doing up button, zips, eating, brushing teeth
  – pencil grip
  – scissor skills
  – ICT skills, eg moving mouse, stylus manipulation ⬇️
  – manipulate small objects, eg construction blocks, balls, game pieces

● demonstrate gross motor skills, for example: S M ⚪ ⚫ ⚪
  – balance
  – crossing the midline
  – postural control
  – proprioception, eg the information our brain receives from our muscles and joints that make us aware of our body’s position and/or movement
  – muscular strength
  – coordination
  – motor learning
  – body awareness
  – muscle tone
  – sensory processing
  – motor planning, eg know what movements to make to perform a set task
  – rolling over
  – sitting
  – modified activities to suit student’s physical ability *

● apply movement skills to a variety of sequences and situations in everyday contexts, for example: S M ⚪ ⚫ ⚪
  – use movement skills to perform routines
  – apply movement skills to a sequence
  – use effort, space, time, objects and/or people in movement sequences
What factors do we need to consider to participate safely in physical activities?

Students:

- plan to participate in appropriate physical activity, for example: **IM**
  - research local community resources, eg what options are available for participation in physical activity
  - determine what equipment may be needed to facilitate access to preferred physical activity

- discuss factors that may impact on participation in physical activity, for example: **SIM**
  - medical conditions, eg heart conditions, asthma, diabetes
  - physical ability
  - fitness levels
  - mental health
  - access to facilities
  - cultural influences

Why is it important to participate safely in physical activities?

Students:

- demonstrate appropriate preparation for participation in physical activity, for example: **IM**
  - warm up before commencing activities
  - stretch
  - wear appropriate safety equipment, eg mouth guard, shin pads, helmet
  - choose appropriate space for physical activity, eg large park for ball games, secure walking track
  - wear appropriate clothing for the activity, eg appropriate footwear for walking, warm clothing for overnight or winter activities

- demonstrate safe practices when participating in physical activity, for example: **IM**
  - use personal protective equipment, eg mouthguard
  - follow the rules of the activity
  - listen to the instructions of the supervisor/referee/umpire/judge
  - respect other participants
  - respect the environment

- demonstrate behaviour which is appropriate for participation in a preferred physical activity at school or in the community, for example: **IM**
  - use appropriate change rooms at the local swimming pool or sports ground
  - follow instructions
  - show respect for other school or community members
  - respect the environment, eg don’t leave rubbish behind, avoid vandalism, not using it for activities it was not designed for
  - awareness of culturally significant physical activities, eg Aboriginal cultural performances

How can we develop collaboration, communication and problem solving skills when participating in physical activity?

Students:

- recognise how fair play helps people feel safe and included when participating in a range of activities, for example: **SI**
  - modify rules and scoring systems to allow fair play, inclusion and safety
  - importance of playing by the rules, eg the connection between safety and playing by the rules
  - know the rules before the game begins
  - importance of referees/umpires/judges
Life Skills

● collaborate with others when participating in physical activity, for example: I ⭐⭐⭐
  – participate as a member of a team
  – communicate with others to plan strategies in a team game or sport
  – recognise their role as a team member
  – recognise and value the contribution of others in a physical activity context

● recognise problem-solving skills, for example: S I ⭐⭐⭐
  – think creatively and/or flexibly about problems
  – make plans and put them into action
  – ask for help when needed
  – show resourcefulness when dealing with problems
  – planning and goal setting
  – negotiation skills
  – reflect on and evaluate own behaviours and actions in relation to a problem

● demonstrate problem-solving skills in a range of physical activities, for example: S I M ⭐⭐⭐
  – team sports, eg basketball, soccer, hockey, netball, modified team sports
  – community activities, eg gardening clubs, fishing clubs, volunteer work
  – leisure activities, eg community access programs, dance
Assessment

For your information

Specific assessment advice relating to PDHPE will be provided in support materials.

Standards

The NSW Education Standards Authority (NESA) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in PDHPE contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESA Years K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.
Further advice on programming and appropriate assessment practice in relation to the PDHPE syllabus is contained on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- PDHPE
- Special education needs
- Life Skills Years 7–10.
Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in PDHPE provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking or equivalent to report achievement of students undertaking Life Skills outcomes and content.
Glossary

This section draws on the Australian curriculum: Health and Physical Education F–10 glossary which is included below. Additional words and/or terms specific to PDHPE may also be identified for inclusion.

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Aboriginal and/or Torres Strait Islander people(s)</td>
<td>Aboriginal peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander peoples are represented by five major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who: ● is of Aboriginal and/or Torres Strait Islander descent ● identifies as an Aboriginal person and/or Torres Strait Islander person, and ● is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live.</td>
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<tr>
<td>access</td>
<td>To gather information from a variety of sources.</td>
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<tr>
<td>advocate (verb)</td>
<td>To argue in support of a cause or position, or speak out and act on behalf of yourself or another to ensure that your or others’ interests are taken into account.</td>
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<td>bullying</td>
<td>Intentional, unwanted and repeated aggressive behaviour towards a child or young person that causes harm. It involves an imbalance of power. It can be online, verbal, social or physical.</td>
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<tr>
<td>change (noun)</td>
<td>Change is about something or someone becoming different. It is situational and in PDHPE refers to a range of circumstances such as different stages in a child or young person’s life eg physical; social; emotional; puberty and adolescence; moving from primary school to secondary school; moving between different cultures defined by different behavioural expectations; a student caring for a parent with a disability or mental illness.</td>
</tr>
<tr>
<td>communicate</td>
<td>To convey and listen to specific information, knowledge, understanding to and from others</td>
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<tr>
<td>community</td>
<td>A group of people linked by a common social structure and sense of belonging. This may be based on location, gender, interests, cultural background, political or religious beliefs. It may also refer to an online community.</td>
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<tr>
<td>community health</td>
<td>Focuses on work within defined communities to maintain and improve the health and wellbeing of all people in that community through collective action.</td>
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<tr>
<td>compose</td>
<td>To bring together a sequence of movements, concepts or words.</td>
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</tbody>
</table>
| contextual factors | A range of individual, sociocultural, socioeconomic and environmental factors. They exist in differing ways, with varying impacts on individual, group and community health, safety, wellbeing and participation in physical activity. They can influence identity, values, attitudes and beliefs. Examples include:  
  - individual – knowledge, skills, attitudes, beliefs  
  - sociocultural – religion, family, parents/carers, media, culture, peers, language, politics  
  - socioeconomic – education, income, employment  
  - environmental – geographical location, access to health services |
<p>| Country            | Country is used by Aboriginal people to describe their territories and ecosystems – a sum total of spiritual beliefs, including Dreamings, all living things including totems and all physical factors such as sacred sites, water, air and geographical features. |
| CPR                | An abbreviation for cardiopulmonary resuscitation. CPR is an emergency procedure in which a heart and lungs are made to work by manually compressing the chest overlying the heart and forcing air into the lungs.    |
| create             | To invent or design a movement, movement sequence, plan or idea.                                                                                                                                            |
| creative movement  | A movement that evolves from a student’s own thoughts, experiences, ideas and imagination in response to stimuli in dance, games, sport and adventure activities.                                              |
| cultures           | Shared stories, beliefs, attitudes, behaviours or practices that give a group or individual a sense of who they are and help them make sense of the world in which they live. Culture is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has culture – it is a lens through which we see the world. |
| design (verb)      | To plan and evaluate the construction of a product or process.                                                                                                                                              |
| discrimination     | An unjust or prejudicial treatment of someone.                                                                                                                                                              |
| diversity          | Differences that exist within a group including age, sex, gender, gender expression, sexuality, ethnicity, ability, body shape and composition, culture, religion, learning styles, socioeconomic background, values and experience. Appreciating, understanding and respecting diversity impacts on an individual’s sense of self and their relations to others. Diversity can be acknowledged through shared activities that may involve building knowledge and awareness. |</p>
<table>
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<tr>
<td>drug</td>
<td>Any substance (excluding food, water and oxygen) that, when taken into a body, alters its function physically or psychologically. These substances include prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs.</td>
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<tr>
<td>effort</td>
<td>Refers to the dynamics and quality of movement eg time, weight and flow. These increase understanding of biomechanical principles eg the more effort I apply the greater force I can apply and the further distance or the higher bounce etc.</td>
</tr>
<tr>
<td>Elders</td>
<td>The custodians of knowledge and lore. They are chosen and accepted by their own communities as people who have the permission to disclose cultural knowledge and beliefs. Recognised Elders are highly respected people within Aboriginal communities. Proper consultation with local Aboriginal communities will often direct schools to recognised Elders</td>
</tr>
<tr>
<td>elements of movement</td>
<td>Variables that are combined in composing and performing movement. The elements of movement are effort, time, space and relationships.</td>
</tr>
<tr>
<td>environmental safety</td>
<td>Situations or objects that can affect personal safety eg home and rural environments, machines, appliances, animals, substances, toys and games</td>
</tr>
<tr>
<td>emerging world issues</td>
<td>Contemporary, dynamic issues that pertain to individuals, groups and communities in a rapidly changing global environment. They are real-world influences and/or trends pertaining to identity, health, wellbeing, social cohesion and, globalisation.</td>
</tr>
<tr>
<td>fitness</td>
<td>A measure of the body’s ability to function efficiently, effectively and without injury in everyday activities, to pursue recreational activities and to cope with emergency situations.</td>
</tr>
<tr>
<td>first aid</td>
<td>The initial care of the ill or injured, usually given by someone who is on the scene when a person becomes ill or injured.</td>
</tr>
</tbody>
</table>
| Fundamental Movement Skills (FMS) | The building blocks or foundations of human movement or precursor movement patterns to more specialised skills in physical activity contexts such as games, sports, dance, gymnastics and recreation activities. They provide the foundation for competent and confident participation in a range of physical activities. The fundamental movement skills to be developed through PDHPE include:  
  - locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety  
  - object control skills – bouncing, rolling, throwing, catching, kicking, striking. |
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>games and sports</td>
<td>Modified games, traditional games or sports, culturally significant games and sports (such as traditional Aboriginal and Torres Strait Islander games and games of significance from the Asia region) and non-traditional games and sports (including student-designed games). Most games and sports can be classified into invasion games, net and wall games, striking and fielding games and target games.</td>
</tr>
<tr>
<td>gender</td>
<td>Refers to the concepts of male and female as well as the socially constructed expectations about what is acceptable for males and females.</td>
</tr>
<tr>
<td>gender identity</td>
<td>Refers to a person’s sense of being masculine or feminine, both or neither, and how they identify. Gender identity does not necessarily relate to the sex assigned at birth.</td>
</tr>
<tr>
<td>health</td>
<td>A state of complete physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity. It includes the ability to lead a socially and economically productive life.</td>
</tr>
<tr>
<td>health-related fitness</td>
<td>Health-related fitness includes components such as cardiovascular fitness, flexibility, muscular endurance and strength.</td>
</tr>
<tr>
<td>ICT tools</td>
<td>The use of digital technologies for a specific task. It also involves learning about the safe and ethical, use and practice of these tools. eg word processing, databases, spreadsheets, multimedia presentation, augmented reality, wearable technology, online collaboration, simulation and electronic communication.</td>
</tr>
<tr>
<td>identity</td>
<td>Individual characteristics (including thoughts, ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social or cultural group. Identity refers to all things that define who we are at any given moment in our lives. It is not static. Identity is influenced by contextual factors.</td>
</tr>
<tr>
<td>kinship</td>
<td>A key aspect of Aboriginal cultures and values. It includes the importance of all relationships and of being related to and belonging to the land.</td>
</tr>
<tr>
<td>lifelong physical activities</td>
<td>Physical activities that can enhance health and wellbeing across the lifespan including individual and group activities and active recreation activities. With access to specialised facilities, equipment and expertise eg swimming, tai chi, yoga, pilates, bushwalking, recreational cycling and resistance training.</td>
</tr>
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<tr>
<td>local Aboriginal community</td>
<td>The local Aboriginal community is constituted by those people who acknowledge themselves as Aboriginal and who reside in the near locality. Aboriginal communities will have a rich and diverse history that has been seriously affected by dispossession and relations, which sees families with spiritual connection to Country residing beside those who have been forced to move from other locations. The notion of locality is complex and multilayered: schools should seek advice from a range of people and/or organisations representing local interests.</td>
</tr>
<tr>
<td>locomotor skills</td>
<td>Locomotor movement is when you move from one place to another. Locomotor skills include walking, climbing, rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.</td>
</tr>
<tr>
<td>manipulate</td>
<td>To adapt or change.</td>
</tr>
<tr>
<td>mental health</td>
<td>A state of wellbeing in which an individual thrives and can manage normal stresses of life, work and recreation. Social, emotional and spiritual resilience, which enables people to enjoy life and survive pain, disappointment and sadness. It is a positive sense of wellbeing and an underlying belief in our own and others’ dignity and worth.</td>
</tr>
<tr>
<td>mindfulness</td>
<td>A practice that involves attention and cognitive exercises which focus on the present moment rather than the past. It is a strategy to support behaviour, emotional control, coping, physical and mental health.</td>
</tr>
<tr>
<td>minor games</td>
<td>Simple games, with few rules, designed to allow students to practise skills, tactics and strategies in a challenging situation.</td>
</tr>
<tr>
<td>modified games</td>
<td>Games or sports that are simplified to suit the skills, strategic understandings and characteristics of students through alterations to the game’s constraints such as rules, equipment and/or the size of the playing area.</td>
</tr>
<tr>
<td>movement challenges</td>
<td>Movement tasks that require individual students or groups of students to use a problem-solving approach to solve a problem to successfully complete the task. The solution can be verbalised, documented or demonstrated physically.</td>
</tr>
<tr>
<td>movement concepts</td>
<td>Movement concepts (or elements of movement) explored in the curriculum include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space.</td>
</tr>
<tr>
<td>movement sequences</td>
<td>A combination of movement skills and elements of movement to enable a body and/or objects to move in response to a stimulus; or a planned order of movements.</td>
</tr>
<tr>
<td>movement situations</td>
<td>A situation where students are moving with the intent of achieving an outcome, such as to score a goal, to perform a sequence of movements or to retain possession.</td>
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<tr>
<td>NO feelings</td>
<td>The physical response or way someone feels when something is happening to them that they do not like or feel uncomfortable with.</td>
</tr>
<tr>
<td>non-locomotor skills</td>
<td>Moving on the spot without any change in location. These skills include bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping, dodging and balancing.</td>
</tr>
<tr>
<td>object control skills</td>
<td>Object control skills include skills used to propel and receive an object. These skills involve the use of the hand or foot to control and/or manipulate balls, bats, racquets or other implements. These include striking, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object with and without equipment.</td>
</tr>
<tr>
<td>offensive online material</td>
<td>Online content that is harmful or inappropriate. It includes content promoting hate, violence, racism, discrimination, criminal or unsafe behaviour. It also includes content that would be classified X18+ or refused classification (RC) because it depicts sexual activity and/or practices. Offensive content may be illegal.</td>
</tr>
<tr>
<td>on-Country</td>
<td>taking place on Aboriginal land or Country of origin</td>
</tr>
<tr>
<td>outdoor recreation</td>
<td>Physical activity in outdoors or natural settings, which provides opportunities to connect individually, in small groups or as a community to the outdoor environment.</td>
</tr>
<tr>
<td>persistence</td>
<td>Continuing a course of action in spite of difficulty or opposition.</td>
</tr>
<tr>
<td>physical activity</td>
<td>Body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure. Physical activity is a broad term that includes playing sport; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active recreation.</td>
</tr>
<tr>
<td>Place</td>
<td>A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.</td>
</tr>
<tr>
<td>play</td>
<td>Play is an activity that is positively valued by the player, self-motivated, freely chosen, and engaging. Children actively involved in play may be engaged in a variety of activities, independently, with a partner or in a group. Play can occur indoors or outdoors. It is closely tied to the cognitive, socio-emotional, and motor development of young children, and is an important part of developmentally appropriate early years learning. Benefits of a play can include persistence, negotiation, problem-solving, planning and cooperation.</td>
</tr>
<tr>
<td>pro-social behaviour</td>
<td>An inclusive action that benefits other individuals and/or community groups.</td>
</tr>
<tr>
<td>refine</td>
<td>To improve and hone knowledge, understanding and skills by making subtle or fine distinctions.</td>
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<tr>
<td>resilience</td>
<td>A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. Resilience is an integral part of learning as it underpins the ability to respond positively to setbacks or mistakes.</td>
</tr>
<tr>
<td>resilient</td>
<td>Able to deal constructively with change or challenge, allowing them to maintain or re-establish their social and emotional wellbeing in the face of difficult events.</td>
</tr>
<tr>
<td>rhythmic and expressive</td>
<td>Movement that is composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes. It includes creative movement, movement exploration, dance styles and dance elements. With specialised facilities, equipment and expertise, it can also include circus skills, tai chi, yoga, rhythmic gymnastics and educational gymnastics.</td>
</tr>
<tr>
<td>movement/activities</td>
<td></td>
</tr>
<tr>
<td>self determination</td>
<td>self-determination involves the effective participation of Aboriginal Peoples in all decision-making that affects them</td>
</tr>
<tr>
<td>sexual health</td>
<td>A state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as a possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.</td>
</tr>
<tr>
<td>sexuality</td>
<td>A central aspect of being human throughout life. It is influenced by an interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. It is experienced and expressed in thoughts, feelings, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.</td>
</tr>
<tr>
<td>skill-related fitness</td>
<td>Skill-related fitness includes components such as agility, balance, coordination, reactions, rhythm, power and speed.</td>
</tr>
<tr>
<td>social health</td>
<td>An ability to form satisfying interpersonal relationships with others. It also relates to an ability to adapt comfortably to different social situations, social institutions, social values and norms, and act appropriately in a variety of settings. This requires strong communication skills, empathy for others and a sense of accountability.</td>
</tr>
<tr>
<td>specialised movement skills</td>
<td>Movement skills that are required in more organised games and activities. Examples of specialised movement skills include fielding a ground ball in softball, climbing a rock wall and performing a grapevine step in dance.</td>
</tr>
<tr>
<td>stability</td>
<td>Stability skills can be categorised as static skills and dynamic skills. Static stability refers to an object at rest, whereas dynamic stability refers to an object in motion. Static skills include balancing, twisting, bending, floating, treading water. Dynamic skills include hopping, dodging, landing and diving.</td>
</tr>
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<tr>
<td>strategies</td>
<td>A plan or set of ideas developed before beginning a movement activity to successfully achieve a goal or outcome.</td>
</tr>
<tr>
<td>suggest</td>
<td>To put forward for consideration.</td>
</tr>
<tr>
<td>tactics</td>
<td>A change(s) to a plan or idea during a movement activity to successfully achieve a goal or outcome.</td>
</tr>
<tr>
<td>upstander</td>
<td>Upstander behaviour can be observed as an individual and/or group standing up to show their appreciation and support for human rights. It involves taking safe actions to support themselves and/or others. Upstander behaviour differs to bystander behaviour, which may involve standing by with little interference or action.</td>
</tr>
<tr>
<td>wellbeing</td>
<td>A sustainable state characterised by predominantly positive feelings, attitudes and relationships. It involves resilience, self-efficacy and a high level of satisfaction with self. (adapted from Noble et al., 2008)</td>
</tr>
<tr>
<td>yarning circle</td>
<td>An initiative used in a range of contemporary Aboriginal contexts to reinforce customary cultural practices of communication where each participants’ contribution is equally valued.</td>
</tr>
</tbody>
</table>