BOARD OF STUDIES

NEW SOUTH WALES

Personal Development, Health and Physical Education
Years 7–10

Syllabus

Contents

Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

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

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *PDHPE Years 7–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *PDHPE Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers

can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in PDHPE through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the PDHPE Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *PDHPE Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the PDHPE Years 7–10 Life Skills

outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the PDHPE Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a PDHPE Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to PDHPE Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

• the provision of extra time
• physical and/or verbal assistance from others
• the provision of technological aids.

2 Rationale

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

This syllabus reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society. Young people need to respond to factors such as complex community values, new technologies, media influence, environmental concerns and changing family structures and employment patterns. Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. Learning in PDHPE also significantly contributes to students' health and wellbeing through the development of personal values based on an understanding of ethical and spiritual considerations.

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives.

The social and emotional wellbeing of students is also promoted when the school provides an environment that enhances the protective factors that help to build resilience and lessen the impact of adverse life events. A whole-school approach is important. This means developing, implementing and reviewing policy and guidelines, consulting and working in partnership with families and the school community, accessing community resources and involving students. It involves ensuring that school policy and procedures support the messages provided in the formal school curriculum.

Young people who have a feeling of connectedness with parents, family and school have lower levels of smoking, drinking, other drug use, suicidal thinking, risky sexual behaviour and exposure to violence. The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health. Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life.

Young people's motivation to be physically active is influenced by their level of enjoyment, perceived competence and social support. Trends toward inactivity in young people are of particular concern due to the associated range of short-term and long-term health implications. PDHPE plays a key role in promoting physical activity and developing competency in movement skills. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments

that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity.

Young people are a diverse group and their ability to adopt a healthy, active lifestyle is influenced by the social and cultural contexts within which they live. PDHPE has an important primary prevention and early intervention role in assisting all young people to manage these influences and in protecting, promoting and restoring their health. It also assists in their understanding of inequities and of why it is important to promote inclusiveness and build a community that is supportive of all people.

The responsibility of addressing inequities and providing for the health and physical activity needs of all students is a shared responsibility. A whole-school approach in collaboration with family, community, health agencies and local, state and national interventions is fundamental in sending consistent messages to students and establishing supportive environments that promote health.

Learning in PDHPE is perceived by young people as a credible way of raising and exploring health and physical activity issues of significance and importance to them. Students trust teachers to provide accurate, honest information and advice, and to establish a safe and supportive environment for learning. PDHPE programs best capitalise on this when they are focused on contexts that are meaningful and relevant to young people and delivered through student-centred learning approaches.

Learning in PDHPE encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. It contributes to the development in young people of the capacity to take responsibility for their own learning and of a commitment to continue learning throughout life. The knowledge, understanding and skills developed provide a foundation for a wide range of study pathways beyond school and also have applications in a number of vocational areas.

3   The Place of the Years 7–10 Syllabus in the Personal Development, Health and Physical Education K–12 Curriculum

PDHPE K–6 Early Stage 1 to Stage 3

PDHPE Years 7–10 **Stages 4 and 5** (including Life Skills outcomes and content)

Years 11–12
Stage 6

PDHPE	Community & Family Studies	PDHPE

Sport, Lifestyle & Recreation CEC	PDHPE Life Skills

Community, other education and learning, and workplace
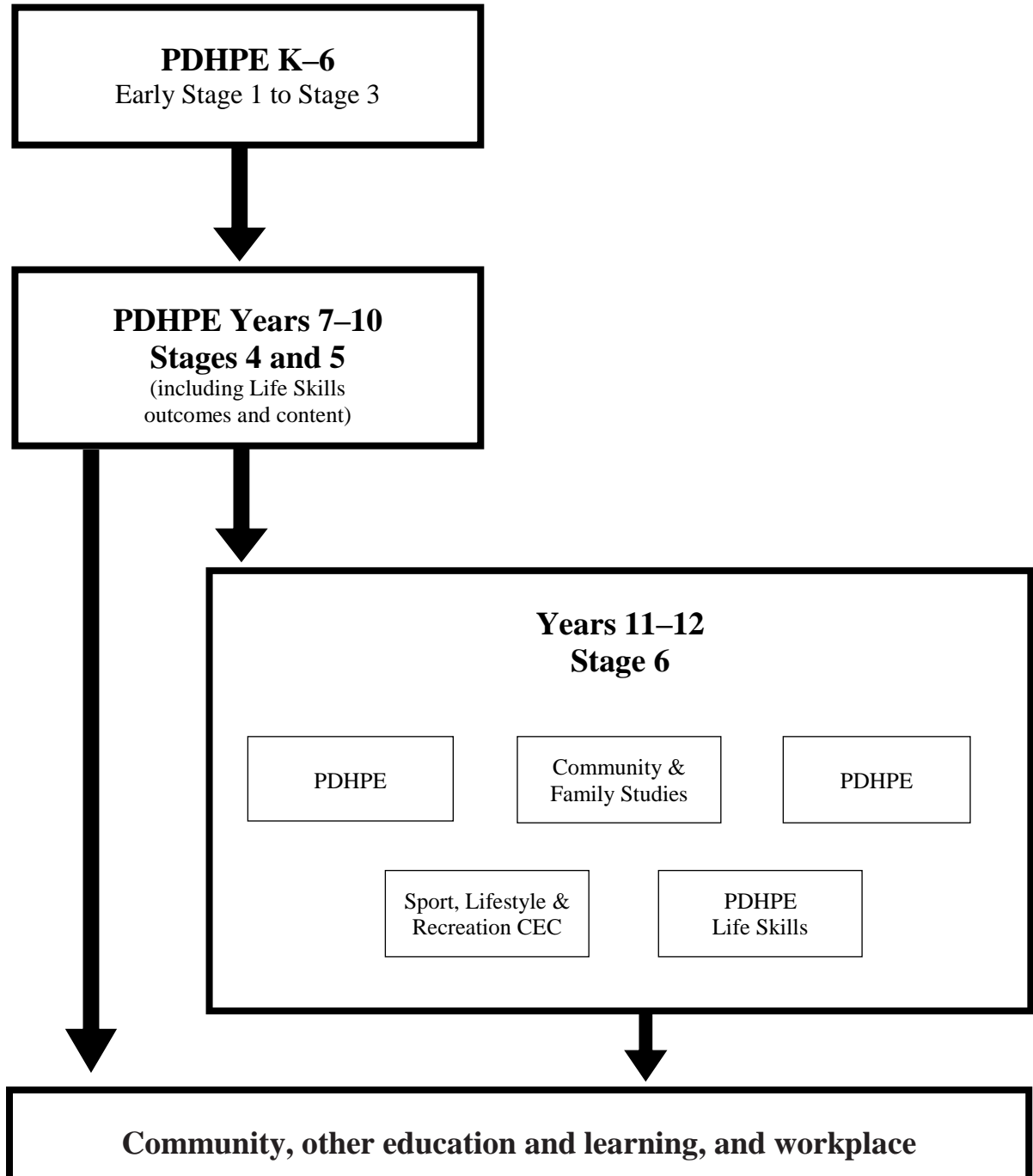
4   Aim

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

5   Objectives

Knowledge, Understanding and Skills

Students will:

• enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships
• move with confidence and competence, and contribute to the satisfying and skilled performance of others
• take actions to protect, promote and restore individual and community health
• participate in and promote enjoyable lifelong physical activity
• develop and apply the skills that enable them to adopt and promote healthy and active lifestyles.

Values and Attitudes

Students will:

• value health-enhancing behaviours that contribute to active, enjoyable and fulfilling lifestyles
• develop a willingness to participate in creating and promoting healthy and supportive communities and environments
• develop a commitment to principles that promote social justice.

6 Outcomes

Strand 1: Self and relationships		
Objectives Students will:	**Stage 4 outcomes** A student:	**Stage 5 outcomes** A student:
enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships	4.1 describes and analyses the influences on a sense of self	5.1 analyses how they can support their own and others' sense of self
	4.2 identifies and selects strategies that enhance their ability to cope and feel supported	5.2 evaluates their capacity to reflect on and respond positively to challenges
	4.3 describes the qualities of positive relationships and strategies to address the abuse of power	5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
Strand 2: Movement skill and performance		
move with confidence and competence, and contribute to the satisfying and skilled performance of others	4.4 demonstrates and refines movement skills in a range of contexts and environments	5.4 adapts, transfers and improvises movement skills and concepts to improve performance
	4.5 combines the features and elements of movement composition to perform in a range of contexts and environments	5.5 composes, performs and appraises movement in a variety of challenging contexts
Strand 3: Individual and community health		
take actions to protect, promote and restore individual and community health	4.6 describes the nature of health and analyses how health issues may impact on young people	5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
	4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm	5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
	4.8 describes how to access and assess health information, products and services	5.8 critically analyses health information, products and services to promote health
Strand 4: Lifelong physical activity		
participate in and promote enjoyable lifelong physical activity	4.9 describes the benefits of a balanced lifestyle and participation in physical activity	5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
	4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity	5.10 adopts roles to enhance their own and others' enjoyment of physical activity

Skills that enhance learning in PDHPE		
Objectives Students will:	**Stage 4 outcomes** A student:	**Stage 5 outcomes** A student:
develop and apply the skills that enable them to adopt and promote healthy and active lifestyles	**Communicating**	
	4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations	5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
	Decision-making	
	4.12 assesses risk and social influences and reflects on personal experience to make informed decisions	5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
	Interacting	
	4.13 demonstrates cooperation and support of others in social, recreational and other group contexts	5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
	Moving	
	4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move	5.14 confidently uses movement to satisfy personal needs and interests
	Planning	
	4.15 devises, applies and monitors plans to achieve short-term and long-term goals	5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
	Problem-solving	
	4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them	5.16 predicts potential problems and develops, justifies and evaluates solutions

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

7   Content

7.1 Organisation of Content

The *PDHPE Years 7–10 Syllabus* content is divided into four strands.
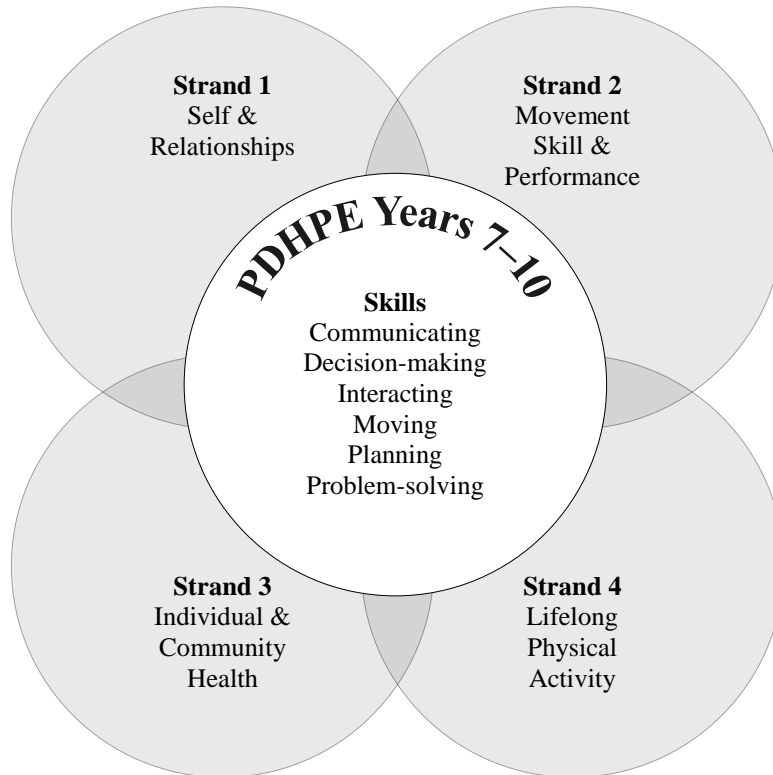
Indicative hours

The *PDHPE Years 7–10 Syllabus* has been designed so that students would typically achieve the standards described in the outcomes and content in 300 hours. These indicative hours will provide the basis for timetabling and programming decisions.

Essential content

The *PDHPE Years 7–10 Syllabus* details the essential knowledge, understanding, skills, values and attitudes necessary for students to achieve the syllabus outcomes. Achieving these outcomes will enable them to move to further learning or training (including Stage 6) or to the workplace and other life settings, after the compulsory years of schooling. The content is presented in four strands and the syllabus requires study from each strand in each of the Years 7 to 10.

The school will determine the relative emphases it puts on the strands according to the specific needs of its students and the time they require to achieve the related syllabus outcomes. The skills are integrated into the syllabus content and students are to be given opportunities to work towards skill outcomes in the context of each of the content strands.

The content has been organised into stages in the syllabus. This has been done to assist the large majority of schools with their programming and sequencing of content. In some cases,

however, schools may choose to transfer an aspect of content across stages to suit individual needs, interests and resources.

Additional content

Students can move beyond the essential content in order to broaden and deepen their understanding and skills and to extend their interest in particular aspects of PDHPE. For each strand additional content is suggested and can be integrated with essential content to form units of work.

Implications for teaching and learning in PDHPE

The syllabus promotes values that reflect social justice principles and acknowledges that schools require the flexibility to address PDHPE issues in a manner reflective of their ethos and specific community needs. The consideration of related school and system policies, and the participation of the wider school community in the planning process are important in assuring the suitability of programs and teaching approaches. Where schools feel that specific issues are best addressed at an earlier or later stage, they may use the freedom provided to move essential content across stages.

PDHPE issues are best dealt with in the context of a comprehensive approach to the learning area. The integration of related outcomes and content reinforces the interrelationship that exists between health and physical activity issues and discourages the teaching of these concepts in isolation.

The combination of integrated programs and student-centred learning approaches ensures that PDHPE issues are addressed in contexts that give them meaning and purpose. It empowers students to acquire deeper understanding that supports more effective development of skills.

Skills that enhance learning in PDHPE

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. These include the ability to:

- communicate effectively
- make informed decisions
- interact positively with others in groups and teams
- move with competence and confidence in a range of contexts
- devise and implement plans to achieve goals
- solve problems creatively.

The *PDHPE Years 7–10 Syllabus* builds on the skills developed in PDHPE K–6. Students need to be taught key understandings and processes that relate to the skills at a level of sophistication appropriate to their stage of development. This should not occur in isolation, but in contexts that are meaningful and relevant to the needs, interests and experiences of students. Teachers must plan programs that capitalise on the opportunities for skill development in each of the syllabus strands.

The syllabus assists the integration of skills by providing Stage 4 and 5 outcomes that relate to each skill (p 13). In addition, the skills are embedded in the content for each strand in the descriptions of what students are to learn to do.

Communicating

Students learn about effective communication using verbal and written techniques, including electronic media. They select and apply communication skills to resolve conflict and effectively respond to others. They demonstrate their communication skills in contexts such as formal presentations, informal interactions, movement settings, social situations and in advocating health and physical activity.

In developing communication skills students learn to:

• take into account the context, including purpose and audience
• recognise that the context for communication changes constantly
• respond appropriately to verbal and nonverbal messages
• select appropriate style or strategy
• convey meaning clearly, concisely and coherently
• review responses, listen reflectively and clarify meaning as required
• reflect on appropriateness of communication style or strategy.

Decision-making

Students develop the capacity to approach decision-making in an informed and thoughtful manner, taking into account the rapidly changing knowledge and information relating to health and physical activity. They are considerate of others, consultative and collaborative in the decisions they make. They recognise the need to address key health and physical activity issues in circumstances where they have time and space to come to considered conclusions so that they can be prepared to respond appropriately when confronted with decision-making situations involving significant social pressures.

In movement settings students learn to make decisions in predictable environments and to improvise in dynamic and unpredictable situations. They select and modify strategies and tactics to achieve individual and group goals.

In developing decision-making skills students learn to:

• identify choices and options
• gather and evaluate information and reflect on prior knowledge and experience
• decide on and examine alternatives, assessing the associated risks
• consider consequences
• decide on a course of action
• evaluate the decision.

Interacting

Students develop the capacity to interact effectively with others individually and in groups. Through team and group tasks they develop an appreciation of individual difference, group dynamics and the benefits of working collaboratively. They demonstrate the ability to adopt a range of roles and to support others in group situations. Students undertake situational rehearsals that prepare them for managing social influences, including peer influence, in order to preserve their personal values and the health and wellbeing of themselves and others.

In developing the skills of interacting, students learn to:

• recognise and respect the needs, interests, rights and values of others
• act to ensure the safety of self and others
• recognise the use of power to exert undue influence

- acknowledge the strengths and limitations of others
- demonstrate empathy
- establish consensus on individual roles and responsibilities
- take responsibility for individual roles and contribute positively to group objectives.

Moving

Students develop the capacity to move with skill and creativity in a wide range of movement contexts and environments and to value movement as a source of personal enjoyment and satisfaction. It is through moving that students learn about the capabilities of the body in motion. They use movement as a medium for expression and communication, as a context for social interaction, cooperation and teamwork, and as a source of problem-solving and personal challenge.

In developing movement skills students learn to:

- determine the purpose of movement, and their personal needs and interests
- adapt and combine movements according to purpose
- take action to participate safely
- communicate and collaborate to achieve group goals in movement settings.

Planning

Students develop the capacity to formulate plans that put decisions into action and lead to the achievement of goals. They apply the planning process to issues of personal development, personal health, physical activity, study, work and other life aspirations. Students develop a capacity to prioritise the use of their time and resources, and to monitor their progress towards goals. They collaborate effectively with others in plans that affect groups or teams.

In developing planning skills students learn to:

- set goals
- establish priorities
- manage resources and time
- implement the plan
- monitor performance.

Problem-solving

Students develop the capacity to apply problem-solving strategies to a wide range of individual and community health issues. They think creatively in order to find effective ways of dealing with life transitions and resource management issues. They work in groups or teams to identify options, strengths within the group and solutions that satisfy shared objectives. Students develop an ability to manage change and challenges, and to respond in positive ways. They also enjoy and derive a sense of achievement through success in solving problems in a range of movement contexts and environments.

In developing problem-solving skills students learn to:

- anticipate, identify, clarify and frame problems
- adapt or develop strategies to address problems
- justify the choice of strategies
- apply strategies
- evaluate the process and outcome.

Life Skills

Life Skills outcomes and content are in section 8.

Cross-curriculum content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies K–10 Curriculum Framework. It is incorporated in the content of the PDHPE Years 7–10 Syllabus in the following ways:

Information and Communication Technologies (ICT)

Through the study of PDHPE Years 7–10 students enhance their ability to use information and communication technologies in health and physical activity contexts. As students work towards achieving the syllabus outcomes they are provided with opportunities to become competent, discriminating and creative users of ICT. The PDHPE Years 7–10 Syllabus has included the following ICT skills in the essential content:

• enter data into a prepared template format and analyse it
• import, mailmerge and reformat data/fields
• demonstrate an understanding of ethical issues in the use of ICT
• generate specific reports with regard to ethical issues, eg print without address and details
• use simulation software to make choices and decisions as a member of a team.

Work, Employment and Enterprise

The key skills represented in the *PDHPE Years 7–10 Syllabus* promote in students the capacity to interact cooperatively and harmoniously in a work environment. The syllabus encourages students to make valuable contributions to society as they advocate health and physical activity in a range of settings, including the workplace. Students also develop knowledge and understanding about:

• the social and cultural aspects related to work, the work ethic and employment
• the implications of unemployment
• workplace organisation, structure and decision-making
• workplace behaviour and relationships
• the nature of work tasks in profit and non-profit organisations
• work, employment and personal identity
• decision-making in the workplace and concepts of power, authority, conflict and cooperation, gender, and leisure related to work and employment, union advocacy and membership
• attitudes to work and work practices.

Aboriginal and Indigenous

The PDHPE Years 7–10 Syllabus incorporates knowledge, understanding, skills and values relating to cultural diversity, social justice, discrimination, racism, prejudice and the health of specific populations. It specifically emphasises the influence of culture on adolescent health. Notions of family and relationships are inclusive of Indigenous concepts such as kinship. Opportunities to explore the positive contributions and achievements of Aboriginal people and Indigenous culture are also presented.

Civics and Citizenship

Through the study of PDHPE Years 7–10 students develop the ability to participate as active and informed citizens. They clarify personal values related to discrimination and develop a

respect for the rights and dignity of all people and a commitment to social justice. Students display the capacity to be active and responsible participants in the community as they formulate plans that enhance both individual and community health and wellbeing. The content also includes some investigation of the factors that impinge on human, civil and legal rights.

Difference and Diversity

The *PDHPE Years 7–10 Syllabus* contributes significantly to the formation of student understanding and values related to the acceptance of, and respect for, difference and diversity. It identifies principles necessary for a quality of life that each individual, regardless of group membership, can expect to enjoy. The syllabus investigates the development of a sense of self and rights and responsibilities in relationships including the recognition of the use of power to exert undue influence. Students also examine the impact of discrimination and harassment on individuals and the community. They develop knowledge and understanding about:

• the ways in which growth and development associated with puberty produces difference
• difference and diversity in relation to age and location
• their needs, feelings and beliefs in comparison with those of others
• the positive and negative impacts of difference on marginalised groups
• difference and diversity in relation to sexuality and socioeconomic circumstances.

Environment

The *PDHPE Years 7–10 Syllabus* acknowledges the link between a healthy lifestyle and a healthy environment. The syllabus includes the study of the environmental factors that impact on the health and wellbeing of individuals and groups. The syllabus also encourages students to take actions that promote the health of themselves and others and this may include strategies relating to environmental issues.

Gender

The *PDHPE Years 7–10 Syllabus* has a significant role in teaching about gender issues. It promotes a commitment to equality between females and males and values each person and their relationship to society, regardless of their sex. Through explicit teachings about gender, students are provided with the opportunity to explore how gender understandings are formed and influence people's behaviour. In particular, students learn about the social influences which affect their identity as males and females. They also analyse the role and impact of power in relationships and challenge gender stereotypes related to health and physical activity issues. They develop knowledge and understanding about:

• differences in life opportunities based on gender
• the concept of gender stereotyping
• the media's role in creating, perpetuating or breaking down stereotypes
• the social construction of gender including the role of the media
• media coverage of women's issues, lives, sport and leisure activities compared with media coverage of those of men
• methods by which gender discrimination can be alleviated – legislation, social movements, positive discrimination
• formal and informal strategies developed to redress unequal outcomes in life opportunities based on gender and an evaluation of the effectiveness of these.

Key Competencies

PDHPE Years 7–10 provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and productive functioning in daily life. The following key competencies are embedded in the *PDHPE Years 7–10 Syllabus* to enhance student learning.

Students develop skills in ***collecting, analysing and organising information*** in specific health and physical activity contexts. The syllabus requires students to synthesise ideas and information, draw conclusions and present findings.

Communicating ideas and information is a key PDHPE skill represented in syllabus outcomes and content. The syllabus requires the application of communication skills in a variety of settings and contexts to protect and promote individual and community health.

Specific content includes communication strategies and barriers to effective communication.

Planning is also a key PDHPE skill. Students learn processes for effective planning and apply these in relation to behaviour change, health enhancement, participation in lifelong physical activity, effective use of resources and improving movement skill and performance.

Through movement experiences and a range of student-centred strategies, students develop skills in ***working with others and in teams***. The syllabus includes negotiation and cooperation skills and students learn about the roles they can adopt in group contexts.

The *PDHPE Years 7–10 Syllabus* enables students to ***work mathematically*** as they interpret data related to specific health and physical activity issues including the use of analytical techniques to measure and evaluate movement performances.

Solving problems is represented as a key skill and is integrated throughout the syllabus strands. Students apply problem-solving skills in a range of health and physical activity contexts.

Students ***work with and learn about a range of technologies*** that impact on health, physical activity and movement skill and performance. This includes a wide range of ICT applications.

Literacy

With rapid growth in technology and information, along with constantly changing knowledge and understanding around health and physical activity, students need to develop skills in critical literacy. The *PDHPE Years 7–10 Syllabus* incorporates learning experiences that require students to be able to acquire, process, question, challenge and evaluate information from a wide range of sources. There is a special focus on the development of health literacy in order for students to be critical consumers and be able to access appropriate health information, products and services.

Multicultural

The *PDHPE Years 7–10 Syllabus* provides opportunities for students to explore the relationship between culture and the formation of their own identity and the identity of others. The syllabus aims to develop in students an appreciation of cultural diversity and the rights and dignity of persons of different cultural backgrounds. This includes the rejection of all forms of discrimination and a commitment to redressing discriminatory practices. The syllabus also includes opportunities for students to participate in a range of sport and recreational pursuits that have their origins in other cultures.

7.2 Content for Stage 4

Strand 1: Self and Relationships

A positive sense of self is fundamental to an individual's health and wellbeing. In this strand students examine the factors that contribute to and shape the development of a sense of self, and how it might vary in different contexts. Emphasis is placed on factors that can have significant influence on a sense of self during adolescence including the impact of body image, views of what it means to be female or male, and physical, social and emotional changes.

Students are provided with the opportunity to reflect on the range of challenges and opportunities that they may experience at this stage of their lives. To enhance their ability to manage these challenges, students explore the notion of connectedness, identify and apply interpersonal communication skills, develop and practise help-seeking skills and recognize and manage the barriers to accessing support.

Students explore the qualities of caring and respectful relationships, and how they can be developed and maintained in a variety of contexts in their lives. They investigate important concepts such as rights and responsibilities in relationships, recognising abuse, power in relationships and protective strategies.

Outcome 4.1 A student describes and analyses the influences on a sense of self.	
Students learn about:	**Students learn to:**

• **a sense of self**
  – defining a sense of self
  – being the same as and different from others
  – how a sense of self can vary in different contexts
  – factors that influence a sense of self
  – self-acceptance
	• explore the influence of the following on a sense of self:
	  – who I am
	  – where I come from
	  – who I relate to
	  – what I can do
	  – what I believe and value
	
	• investigate the changing nature of one's sense of self and how it can be different in various social contexts, eg home, school, with friends
	
	• describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages
	
	• explore the relationship between a sense of self, body image and views of what it means to be female or male

• **adolescence and change**
  – the physical, social and emotional changes during adolescence
  – understanding difference and diversity
  – the relationship between physical and emotional maturity
  – managing the changes associated with puberty, including reproductive health
	• explain the physical, social and emotional changes that occur during adolescence
	
	• identify behaviours that indicate the positive management of changes associated with puberty for males and females

Outcome 4.2 A student identifies and selects strategies that enhance their ability to cope and feel supported.

Students learn about:	Students learn to:
• **changes and challenges** – sources of change and challenge, eg school, family, friendships – identifying fears and feelings – dealing with conflicting demands – predicting and preparing for future challenges – experiences that can result in loss and grief – responding to loss and grief	• develop a realistic sense of their ability to respond to and cope with challenges • describe the current challenges that may face young people and predict future challenges • accept that grief reactions can result from a range of experiences • identify strategies for coping with loss and ways of giving support to others
• **connectedness** – forms of connectedness – the importance of connections – forms of alienation – creating connections – attributes of being supportive	• identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected • identify formal and informal school activities that promote a sense of belonging for students
• **interpersonal communication** – the qualities of effective communication – overcoming barriers to communication – resolving conflict – changing modes of communication for young people	• explore and develop interpersonal communication skills as they: – identify barriers to communication – propose strategies to overcome barriers – resolve conflict in a range of contexts relevant to young people – evaluate the popular modes of communication used by young people
• **seeking help** – benefits of support – identifying people and services that provide support – accessing support – strategies for seeking support – supporting others to seek help – barriers to accessing support	• enhance their ability to seek help by: – establishing individual support networks of adults and peers – practising ways of accessing help, eg roleplay, use of internet – identifying barriers to seeking support, eg lack of confidentiality, trust – proposing strategies to overcome barriers

Outcome 4.3 A student describes the qualities of positive relationships and strategies to address the abuse of power.

Students learn about:	Students learn to:
• **types and nature of relationships** – the importance of family relationships – the increasing importance of peers – relating appropriately in different relationships and situations – factors influencing relationships	• appreciate that a variety of family structures exist and have the potential to provide supportive and caring environments • explore the influence of family and peers as adolescents move from dependence to independence

Students learn about:	Students learn to:

• **caring and respectful relationships**
   – qualities of positive relationships
   – rights and responsibilities in relationships
   – listening and accepting opinions of others
   – give and take
   – providing and accepting support
   – expressing your own needs
   – negotiating respect and support
   – appreciating diversity in relationships
	• identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people
	
	• appreciate the contribution that participation in physical activity makes to the development of interpersonal skills

• **recognising abuse**
   – what constitutes abuse
   – feelings and warning signals
	• recognise forms of abuse and neglect that can affect children and families eg: physical, emotional, sexual abuse, domestic violence
	
	• understand the impact of abuse and neglect

• **power in relationships**
   – sources and types of power
   – positive use of power
   – abuse of power
   – power balance
   – influence of gender stereotypes
   – impact of the use of power
	• identify behaviours that display the positive use of power in relationships
	
	• develop a commitment to, and skills for, challenging the abuse of power

• **bullying and harassment**
   – recognising bullying and harassment
   – reasons for bullying and harassment
   – sexual harassment
   – homophobic bullying
   – effects of bullying and harassment
   – barriers to reporting
	• recognise forms of bullying and harassment, including sex-based harassment, and devise help-seeking strategies
	
	• describe ways that they could help others who are being harassed, eg assist them to seek help, offer friendship

• **protective strategies**
   – recognising and assessing risk
   – responding in risk situations
   – reducing the risk
   – assertiveness
   – accessing help in the school and community
	• propose and develop strategies to effectively manage personal safety, including:
	   – trusting your feelings, thoughts and reading of the situation
	   – talking about it to someone
	   – taking control and using your own plan for becoming comfortable and safe

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– assessing the importance of recognition of effort and achievement to the development of one's sense of self (4.1)
– examining specific challenges facing young people locally (4.2)
– exploring different forms of family structures, eg single parent, same sex couples, nuclear, blended, childless couples, kin relationships (4.3)
– analysing the ways that concepts related to relationships, sexuality and parenting are

represented in the media (4.3).

Strand 2: Movement Skill and Performance

Essential content in this strand builds upon the fundamental movement skills developed in K–6. The syllabus promotes an approach that focuses on enjoyment and active participation in a broad range of movement contexts to develop movement skill and enhance performance.

Students develop an understanding of the features of movement composition as they engage in a variety of planned and improvised movement experiences. They compose movement using the elements of composition to achieve specific purposes and performance goals. Students learn to appreciate the potential that movement offers in relation to personal growth and development as they interact with others, communicate, make decisions and solve problems in movement contexts.

Outcome 4.4 A student demonstrates and refines movement skills in a range of contexts and environments.

Students learn about:	**Students learn to:**

• **types of movement skills**
  – fundamental
  – specialized
  – locomotor and non-locomotor
  – manipulative
	• practise and refine fundamental and specialized movement skills in predictable and dynamic learning environments

• **aspects of movement skill development**
  – body control and awareness
  – object manipulation and control
  – anticipation and timing
  – technique
	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing

• **influences on skill development and performance**
  – applying skills across contexts
  – predictable and dynamic environments
  – importance of practice
  – safety
	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts
	
	• participate safely in movement activities

• **contexts for specialised movement skills**
  – aquatics
  – athletics
  – dance
  – games
  – gymnastics
	• demonstrate movement skills through a range of experiences including:
	  – aquatics activities such as water safety skills, water games and sports
	  – track and field activities
	  – dance from contexts such as cultural, social, contemporary and current
	  – games from categories such as target, striking/fielding, invasion and net/court
	  – gymnastics from areas such as general and artistic

Outcome 4.5 A student combines the features and elements of movement composition to perform in a range of contexts and environments.	
Students learn about:	**Students learn to:**
• **the features of movement composition** – purpose – responding to stimuli – improvising – planning – sequencing – performing	• participate in a range of movement activities that demonstrate and enhance their ability to: – understand the influence of purpose when composing movement – respond creatively to stimuli, eg music, ideas, player movements – improvise movements to solve problems, eg defending or attacking strategies, expressing ideas – communicate or achieve a set purpose using different subject matter, eg ideas from growing and changing, music – combine simple movement patterns into logical sequences or phrases • provide and make use of constructive feedback to refine movement performances
• **the elements of composition** – space – dynamics – rhythm and timing – relationships	• participate in individual and group movement activities which: – demonstrate their ability to use space in different movement contexts – explore force and flow – use self-paced and externally-paced movements to explore rhythm and timing – explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment • use the elements of composition to create and perform: – dance compositions – gymnastics sequences – defensive and offensive strategies in games

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– developing proficiency in a range of swimming strokes (4.4)
– undertaking a lifesaving qualification (4.4)
– compose movement sequences based on known routines in dance, gymnastics and games by varying movement elements (4.5)
– use movement to explore themes and communicate ideas about challenges that face young people (4.5).

Strand 3: Individual and Community Health

In this strand students explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, sexual health and road safety.

Students explore the concept of risk and analyse the factors that influence risk behaviours. They appreciate that different circumstances can mean individuals have varying degrees of control over these influencing factors. They describe strategies to minimise harm in a range of relevant contexts and develop an understanding of the interrelationship of factors that can increase the potential for harm. Basic emergency assessment and first aid care are also covered in this strand.

Students develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They focus specifically on products and services designed to address the health needs of young people, critically analyse those that make substantial claims for success and describe the cues that indicate accuracy and reliability.

It is important that the outcomes and content in this strand are not treated as separate components. Teaching programs should integrate content from within and across outcomes so that health issues are not treated in isolation but in a manner that reinforces their interrelationship and presents them in a meaningful and relevant context for young people.

Outcome 4.6 A student describes the nature of health and analyses how health issues may impact on young people.	
Students learn about:	**Students learn to:**

• the nature of health
   – the interaction of cognitive, physical, social, emotional and spiritual components
   – differences in perceptions of health, eg emphasis on the physical aspects
   – health as a constantly changing state
   – the benefits of a healthy lifestyle
	• construct a personal meaning of health by exploring a range of community and accepted definitions
	 • examine the relationship between the cognitive, physical, social, emotional and spiritual components of health

• **factors that affect health**
   – the influence of genetics on health
   – how the environment influences health
   – lifestyle and lifestyle diseases
   – communicable diseases
   – medical conditions
	• appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence
	 • identify signs, symptoms and risk factors for health conditions common in young people

Teacher note: The following health issues should not be taught as isolated topics. Links between the areas should be reinforced so that students understand the interrelationship of these areas, and their impact on health and wellbeing.	

• **mental health**
   – defining mental health
   – the nature of mental health problems
   – factors that support mental health
   – changing perspectives on mental health
	• examine their behaviours and language and recognise the potential impact of these on their own and others' mental health
	 • propose strategies to address misunderstandings about mental health problems and promote positive attitudes

Students learn about:	Students learn to:

• **healthy food habits**
  – defining healthy food habits
  – nutritional requirements
  – the relationship of food habits to health
  – cultural and social meanings of food
  – relationship between diet, physical activity and health
	• review the dietary habits of young people in relation to recommended dietary guidelines or children and adolescents
	
	• design a realistic weekly meal plan for a family that reflects healthy food habits
	
	• recognise the cultural and social influences on food choices

• **drug use**
  – the classification of drugs, eg stimulants, depressants, hallucinogens
  – reasons people use and do not use drugs
  – influences on drug use
  – short-term and long-term effects of drugs on health and wellbeing
  – prevalence and patterns of adolescent drug use
  – legal and economic consequences
  – effects of other people's drug use
	• describe the short-term and long-term effects of:
	  – misuse of prescribed and non-prescribed medications
	  – tobacco
	  – alcohol
	  – cannabis
	• analyse influences and reasons why people choose to use or not use drugs
	
	• explore the relationship between the person, the drug and the environment in determining the impact of drug use

• **sexual health**
  – acknowledging and understanding sexual feelings
  – expectations of males and females
  – rights and responsibilities in sexual relationships
  – sexually transmitted infections, blood-borne viruses and HIV/AIDS
	• explain how gender expectations influence sexual choices and options
	
	• evaluate standards of sexual behaviour considered appropriate by self, peers, family and community
	
	• identify behaviours that assist in preventing STIs, BBVs and HIV/AIDS and explore the interrelationship with drug use

• **road safety**
  – defining risk factors and behaviours in a range of road environments and situations, eg road user distractions such as handheld devices and headphones
  – protective behaviours and equipment
  – influences on pedestrian, passenger and wheeled device behaviours
  – laws and rules
	• explore road safety statistics to analyse reasons for gender differences in road-related injury
	
	• devise and demonstrate a plan to assume responsibility for their road safety and that of other road users
	
	• examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour

Outcome 4.7 A student identifies the consequences of risk behaviours and describes strategies to minimise harm.

Teacher note: The content in this outcome should not be taught in isolation. It should be presented in contexts meaningful to young people such as when exploring drug use, sexual health and road safety.

Students learn about:	Students learn to:

• **exploring risk**
  – positive and negative risk
  – settings or circumstances in which risk-taking occurs
  – factors influencing risk-taking
  – outcomes of risk behaviour
	• explore the concept of risk by investigating the following:
	  – what is a reasonable degree of risk?
	  – why do people take risks?
	  – influence of gender on risk behaviour
	
	• debate the positive and negative outcomes of engaging in risk behaviours

• **strategies to minimise harm**
  – acquiring knowledge
  – safe attitudes, eg concern for others, impunity, responsibility
  – developing personal skills, eg conflict resolution, assertive behaviour, problem solving, refusal skills
  – safe and supportive environments, eg school, community, family and peer support networks
  – recognising, assessing and responding to risk situations
	• describe strategies to minimise harm in each of the following real life situations when:
	  – travelling alone at night
	  – at a party
	  – feeling depressed
	  – experiencing unwanted sexual contact
	  – being offered or using drugs
	  – in water environments
	  – exposed to the sun
	  – as a pedestrian, passenger and user of wheeled devices
	
	• explain how potential for harm can be increased as the result of an interaction of factors, eg peers, alcohol use and road safety
	
	• recognise potentially unsafe situations and respond by demonstrating personal skills:
	  – to counteract the influence of others
	  – to influence others to modify their behaviour

• **personal safety**
  – going out
  – strategies to keep safe
  – emergency assessment
  – DRABCD
  – basic first aid procedures
  – seeking further assistance
	• identify strategies and develop plans to keep themselves safe when going out
	
	• demonstrate management of basic first aid situations including:
	  – an unconscious person
	  – bleeding and shock
	  – asthma
	  – burns, bites and stings
	  – allergies and anaphylactic reactions
	  – poisonings and overdose
	
	• evaluate when it is appropriate to seek assistance from others

Outcome 4.8 A student describes how to access and assess health information, products and services.
Teacher note: Study about health information, products and services should be presented in relation to the health issues facing young people identified in outcome 4.6.

Students learn about:	**Students learn to:**

• **accessing health information, products and services**
  – sources of health information, eg family, peers, school, internet, media, GP
  – range of products, services and personnel available
  – factors influencing access, eg culture, location
  – reasons for preferred services and products
	• identify health information, products and services designed to address the health needs of young people, eg mental health, youth health services
	
	• examine strategies to improve access to health information, products and services

• **assessing health information, products and services**
  – purpose of health information products and services
  – cues for reliability and accuracy
  – traditional and alternative approaches to health care
  – consumer protection
	• analyse electronic and print sources of health information and describe specific cues that indicate their reliability and accuracy
	
	• critically analyse food labels and advertising to determine nutritional value and to expose myths and fallacies
	
	• critique a range of health products and services that make substantial claims for success, eg fast and effortless weight loss
	
	• identify agencies that provide consumer protection regarding health products and services for young people

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– analysing the impact of environmental health issues (4.6)
– exploring other health issues, eg oral health (4.6)
– minimising harm in other areas of safety, eg rural settings, workplace, train and water transport (4.7)
– applying first aid strategies to other health conditions, eg diabetic emergency, allergies and anaphylaxis (4.7)
– establishing a directory of support services and personnel (4.8).

Strand 4: Lifelong Physical Activity

The purpose of study in this strand is to develop in students a willingness and capacity to engage in lifelong physical activity. Students are more likely to participate in physical activity if they find it enjoyable, perceive themselves as competent and are socially supported. Teachers need to consider these factors when designing programs and selecting teaching and learning activities.

In this strand students develop an understanding of the components of a balanced lifestyle and factors that can influence their participation in physical activity. They identify the range of lifelong physical activity options available to them and through active participation enhance their awareness of the benefits they provide.

Students analyse their current levels of incidental and planned physical activity and reflect on these in relation to health and fitness. They participate in a wide range of physical activities in order to develop health-related and skill-related fitness and explore its contribution to enjoyment and performance.

Outcome 4.9 A student describes the benefits of a balanced lifestyle and participation in physical activity.	
Students learn about:	**Students learn to:**

• **components of a balanced lifestyle**
    – rest
    – sleep
    – school/work
    – physical activity
    – leisure/recreation
 	
 • **personal benefits of participation in physical activity**
    – physical
    – social
    – emotional
    – mental
    – spiritual
 	
 • **physical activity levels**
    – incidental physical activity
    – accumulated physical activity
    – physical activity for health and/or fitness
    – activity patterns throughout the life span
    – influences on participation
	• value the contribution of regular physical activity to health
	
	 • analyse their lifestyle over a typical week to plan and implement increased opportunities for physical activity
	
	 • participate in a range of lifelong physical activities to identify and appreciate potential benefits
	
	 • communicate key messages about being active and suggest simple strategies to assist others to recognise these benefits, eg multimedia presentations, pamphlets
	
	 • analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness
	
	 • participate in a range of physical activities that are traditionally associated with specific groups

Outcome 4.10 A student explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.	
Students learn about:	**Students learn to:**

• **lifelong physical activities**
  – competitive/non-competitive
  – individual/group/team
  – recreational activities
  – health and fitness
  – initiative/challenge activities
  – physical activities with cultural significance
	• participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests
	
	• participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving
	
	• participate in physical activities with cultural significance, eg Indigenous dance, ethnic games

• **health-related components of fitness**
  – cardio-respiratory endurance
  – muscular strength
  – muscular endurance
  – flexibility
  – body composition
	• participate in a range of enjoyable activities which elevate heart rate to understand concepts of intensity and time and their relationship to maintaining health and developing fitness
	
	• describe life changes that may affect participation in a range of physical activities
	
	• participate in physical activities to develop selected health-related components of fitness, eg flexibility during gymnastic activities

• **skill-related components of fitness**
  – power
  – agility
  – coordination
  – balance
  – reaction time
  – speed
	• participate in physical activities to develop selected skill-related components of fitness, eg agility and speed during invasion games
	
	• identify components of fitness required for enjoyment and success in the physical activities they participate in

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– examining other influences on activity patterns, eg sedentary leisure options, workforce changes and advances in technology (4.9)
– investigating physical activity needs and options for particular groups, eg the elderly, people with a disability (4.9)
– experiencing ways to assess and develop skill and fitness levels relevant to specific physical activities (4.10).

7.3 Content for Stage 5

Strand 1: Self and Relationships

In this strand students explore the interdependence between a sense of self and the health and wellbeing of themselves and others. They examine how they can use strategies to support themselves in different situations and analyse the range of ways they can provide support to others.

Students reflect on the challenges that young people may face at this stage of their lives and appreciate that these may provide unique opportunities for personal growth. They reflect on, discuss and develop skills that strengthen their resilience and explore the characteristics and qualities displayed by resilient people.

Students learn about developing and maintaining equal and respectful relationships. They examine and clarify personal values, challenge negative community attitudes related to diversity and investigate the impact of discrimination, harassment, violence and vilification.

Outcome 5.1 A student analyses how they can support their own and others' sense of self.	
Students learn about:	**Students learn to:**

• **The interdependence between a sense of self and health and wellbeing**
  – how a sense of self can impact on health and wellbeing
  – how personal health can impact on one's sense of self
	• analyse how a positive sense of self can influence behaviour in social contexts relevant to young people
	
	• explore the relationship between school, leisure, work and employment, and a sense of self

• **supporting yourself**
  – identifying 'put downs'
  – reframing negative thoughts and statements and positive thinking
  – effective stress and anger management
  – appropriate expression of needs and feelings
  – differentiating responsibilities
	• explain how thoughts can affect feelings and behaviour and practise strategies to manage unhelpful and unrealistic ways of thinking
	
	• examine the role and impact of stress on health and rehearse a range of positive management strategies, eg yoga, relaxation, physical activity, listening to music
	
	• analyse a variety of problem situations to determine the degree to which responsibility is personal, shared or owned by someone else

• **supporting others**
  – valuing difference and diversity
  – recognising and challenging inequities
  – use of inclusive and exclusive language
  – supporting others to find their own solutions
  – identifying positive and negative behaviours that impact on others
	• examine the role of community service, the business sector and other structures in supporting the welfare and interests of others, eg volunteer groups, trade unions
	
	• explore attitudes to, and the importance of peer support for, students with particular needs, eg those who are pregnant or young parents, those with a long-term illness

Outcome 5.2 A student evaluates their capacity to reflect on and respond positively to challenges.	
Students learn about:	**Students learn to:**
• **challenges and opportunities** – during adolescence – in future life transitions – positive life experiences during adolescence – responding to challenges – planning for a positive future – work, employment and unemployment – balancing commitments	• analyse previous and predict future life challenges and identify opportunities for personal growth • critically analyse the gender stereotypes that may impact on life choices and evaluate the effectiveness of strategies designed to redress inequities • 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 • explore the social and cultural influences on the way people think about life challenges including developing a work ethic and acceptance of responsibilities • identify and practise the skills required to apply for work, eg application letter, locating and evaluating job advertisements
• **strengthening resiliency** – characteristics of resiliency – skills that enhance resilience, eg problem solving – self-monitoring – maintaining a realistic perspective – attitudes to change	• reflect on a past situation which has required change; identify difficulties encountered and personal characteristics and skills which assisted in dealing with this change • examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities

Outcome 5.3 A student analyses factors that contribute to positive, inclusive and satisfying relationships.	
Students learn about:	**Students learn to:**
• **developing equal and respectful relationships** – active listening – decision-making – negotiation – conflict resolution – use of power in relationships – empathy – speaking up	• develop ground rules and boundaries when forming new relationships • explore how the appropriate use of personal power can contribute to positive relationships

Students learn about:	Students learn to:
• **recognising and responding to abusive situations** – recognising situations where abuse may occur – family and domestic violence – date violence – sexual harassment – impact of violence and abuse on the individual and relationships – practical personal safety strategies – planning for safety or seeking help – importance of support and updating adult support networks	• examine power, conflict and cooperation in different settings including friendship groups, in the school context, family, home and workplace • identify situations – such as in a crowd, at a party, going out with others in cars, at work and at home – in which forms of abuse may occur and suggest possible protective strategies • practise *trust*, *talk*, *take control*, as a strategy for dealing with abusive situations
• **affirming diversity** – strength in diversity – empathy and understanding – respect and trust – building inclusion – appreciating diversity as normal – valuing individual differences and perspectives	• clarify personal values and challenge negative community values and images relating to diversity • design an advocacy strategy that affirms difference and diversity
• **discrimination, harassment and vilification** – *Anti-Discrimination Act (1977)* – extent of discrimination in the community – sources of discrimination – impact of discrimination, harassment and vilification on individuals and the community	• identify the various forms of discrimination specified in the Anti-Discrimination Act • explore the impact of discrimination and difference on marginalised groups • investigate school, community and workplace policies and practices and evaluate their roles in addressing discrimination, harassment and vilification

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– taking responsibility and seeking support in caring situations (5.1)
– planning and conducting a class community service project (5.1)
– investigating possible future study pathways and preparing for the world of work (5.2)
– examining the responsibilities associated with various roles throughout life, eg parenting, financial responsibility, using support services (5.3)
– investigating the process of mediation and how it can assist in managing and resolving conflict (5.3).

Strand 2: Movement Skill and Performance

In this strand students build on movement experiences from Stage 4 as they adapt, transfer and improvise their movement skills to enhance performance in a range of increasingly complex contexts and environments. By this stage of development students may have established clear ideas about their preferred forms of physical activity. For this reason schools have flexibility in their selection of movement activities; however, a variety is encouraged to maximise students' enjoyment and the breadth of their experiences.

Students continue their study of the features of movement composition and elements of composition as they apply their knowledge and skills in more challenging situations. They also investigate ways in which movement composition and performances can be appraised.

Outcome 5.4 A student adapts, transfers and improvises movement skills and concepts to improve performance.	
Students learn about:	**Students learn to:**

• **aspects of movement skill development**
  – body control and awareness
  – object manipulation and control
  – anticipation and timing
  – technique
	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts:
	  – aquatics
	  – athletics
	  – dance
	  – games
	  – gymnastics
	  – recreational pursuits
	  – aerobics/fitness
	  – outdoor education

• **influences on skill development and performance**
  – transfer of skills and concepts
  – learning environments
  – feedback
  – importance of practice
  – safety
  – the role of rules and regulations in safe participation
	• adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
	
	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations

• **applying mechanical principles to enhance performance**
  – absorbing and applying force
  – balance and stability
  – momentum
	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique

Outcome 5.5 A student composes, performs and appraises movement in a variety of challenging contexts.	
Students learn about:	**Students learn to:**

• **features of movement composition**
  – purpose
  – responding to stimuli
  – improvising
  – planning
  – sequencing
  – performing
	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition
	
	• use movement to effectively communicate and interact in group/team contexts

• **elements of composition**
  – space
  – dynamics
  – rhythm and timing
  – relationships
	• compose and perform increasingly complex and challenging movement sequences using the elements of composition

• **appreciating movement composition and performance**
  – aesthetic appreciation
  – qualities of performance
  – analytical techniques
	• design and implement criteria to analyse the performance of self and others in a range of movement activities
	
	• use performance feedback to improve quality of movement in a variety of contexts
	
	• gather information about a performance using objective and subjective methods
	
	• enter performance data into a prepared spreadsheet template, format and analyse with consideration of ethical issues, eg use, interpretation and publication of data

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– experiencing different approaches to training associated with skilled movement in selected activities (5.4)
– experimenting with different techniques and equipment to determine effectiveness in different circumstances (5.4)
– comparing the suitability of different methods of appraisal (5.5)
– preparing a group composition for a formal performance (5.5).

Strand 3: Individual and Community Health

In this strand students build on previously developed knowledge, understanding and skills in relation to mental health, healthy food habits, drug use, sexual health and road safety. Students identify and evaluate the broad range of factors that have the potential to impact on the health decisions and behaviours of young people. They apply their understanding of these influencing factors as they continue to identify and practise strategies to minimize harm to themselves and others in relevant and meaningful contexts.

Students continue to develop their skills of critical literacy as they examine how health knowledge has changed and propose strategies to deal with future changes. They specifically identify common sources of health information and services used by young people, and analyse the appropriateness of these and reasons why young people may not take advantage of some support services.

Outcome 5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people.
Teacher note: The following health issues should not be taught as isolated topics. Links between the areas should be reinforced so that students have a holistic understanding of the interrelationship of these areas regarding health and wellbeing.

Students learn about:	Students learn to:
• **mental health** – understanding mental health – maintaining connections – help-seeking behaviours – loss and grief: helpful and unhelpful strategies – reaching out: helping yourself and helping others	• challenge negative community perceptions of mental health and identify reasons why these have developed • suggest positive strategies to deal with loss and grief
• **healthy food habits** – sources of nutritional information – disordered eating and body image – diets, dieting, exercise and energy balance – sociocultural influences on food choices – nutrition and fluid replacement for physical activity	• explore the relationship between body image and gender, and the impact of the media on the manufacture of the ideal male and female body types • investigate factors that influence food choices, eg culture and customs, gender and media • identify appropriate fluid replacement strategies for participation in physical activity and actions to manage dehydration
• **drug use** – effects on relationships – effects on community – marketing strategies and the media – influences on alcohol use and binge drinking – influences on cannabis use – polydrug use – other illicit drugs, eg opiates, hallucinogens, psychostimulants – consequences of illicit and unsanctioned drug use	• examine the consequences of alcohol use on the individual and community • investigate marketing strategies and media influences associated with tobacco and alcohol • describe the short-term effects and long-term consequences of illicit drug use on the individual and community

Students learn about:	Students learn to:
• **sexual health** – qualities valued in a partner – appropriately expressing and exploring sexual feelings – power, gender and risk-taking – sexual choices and their consequences – planning and managing sexual health	• identify and evaluate safe sexual health practices, including methods of contraception • examine personal values and attitudes related to sexual health and identify factors that have contributed to their formation • analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions
• **road safety** – responsible driver and passenger behaviour, eg minimising and removing driver distractions such as handheld and hands-free phones and other electronic devices, loud music and number of passengers – factors influencing road-use behaviour – major causal factors in road and traffic related injuries, eg human (speeding, drug use, fatigue, occupant restraint), environmental, vehicular – consequences of unsafe road-use behaviour – skills and attitudes that support safe road behaviour, eg removing distractions, task focus when driving, hazard perception, road sharing and tolerance	• propose and present strategies designed to promote safe road-use attitudes and behaviours • use simulation software to make health decisions and solve problems relevant to young people, eg determining strategies that promote safe road use • describe priority actions and first aid management in the case of road injury and trauma

Outcome 5.7 A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours.

Students learn about:	Students learn to:
• **influences on health decision-making and risk behaviours** – individual factors, eg values and attitudes – socio cultural factors, eg family, peers, gender, culture – political factors, eg laws and regulations – economic factors, eg personal and community – environmental factors, eg pollution, weather, built environment	• recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences • analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to: – mental health – healthy food habits – drug use – sexual health – road use – personal safety – physical activity – accessing support services
• **empowering individuals and communities** – individual action – community action – developing personal skills, eg advocacy – developing supportive environments	• propose and evaluate strategies that take into account influences on health decision-making, and support young people to behave in healthy and safe ways • identify inequities that exist in the local community and propose actions to address them, eg homelessness

	• identify a key issue for individual or group action. Raise awareness and gather support for the issue using ICT skills including a mailmerge

Outcome 5.8 A student critically analyses health information, products and services to promote health.

Students learn about:	**Students learn to:**

• **health consumerism**
  – developing critical literacy skills
  – influences on selecting health products and services
  – rights and responsibilities
 	
• **the nature of health knowledge**
  – changes in health knowledge and keeping current
  – dealing with uncertainty
  – accessing accurate information
 	
• **factors influencing access to health information, products and services by young people**
  – confidentiality
  – trust in patient/provider relationship
  – embarrassment in disclosing health concerns
  – young people's rights to health care
  – knowledge of services available, what services offer and how they can be accessed
  – skills to access health information, products and services
  – availability of health information, products and services
	• analyse the impact of peers and the media on the selection of health products and services
	
	• develop and apply criteria to assess the claims made by a range of health products and services
	
	• identify how and why health knowledge has changed and propose actions that may assist young people to manage the constantly changing nature of health information
	
	• locate health and support services in the local area that promote and maintain the health and wellbeing of young people, eg routine health care, crisis accommodation, support for pregnant and parenting students, counselling regarding problem gambling
	
	• discuss the reasons why young people do not use health services as much as other groups. Propose strategies to encourage young people to access appropriate health services
	
	• account for how differences in accessing help might be related to age, gender and geographic location

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– examining other health issues that may be of local relevance (5.6)
– identifying websites that are relevant to health issues for young people and adding to a favourites list (5.6)
– exploring health inequities in different populations and the contributing factors (5.7)
– considering the ethical dilemmas that modern medicine and medical research present (5.8)
– examining the range and reliability of alternative health services (5.8).

Strand 4: Lifelong Physical Activity

In this strand students participate in a range of enjoyable lifelong physical activity experiences. They develop and apply planning and problem-solving skills as they set goals, devise and monitor personal physical activity plans and propose strategies to overcome barriers.

Students examine the variety of roles that could be adopted to maintain participation in physical activity. They advocate enjoyable physical activity as they interact with others and work in groups to develop action plans that promote school and community participation.

Outcome 5.9 A student formulates goals and applies strategies to enhance participation in lifelong physical activity.	
Students learn about:	**Students learn to:**

• **lifelong physical activities**
  – competitive/non-competitive
  – individual/group/team
  – recreational
  – health and fitness
  – initiative/challenge activities
  – cultural significance
 	
• **planning for regular physical activity**
  – prioritising and setting goals
  – time management
  – identifying and locating resources
  – barriers to participation in regular physical activity
	• participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity
	
	• participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving
	
	• analyse barriers to regular participation in physical activity and propose strategies to overcome them
	
	• reflect on their current levels of physical activity and propose short-term and long-term goals that will assist them to maintain regular participation in the future
	
	• use the internet and other resources to locate information about opportunities for physical activity in the local area
	
	• participate in physical activities designed to overcome barriers or meet specific needs, eg disabled sports, modified games

Outcome 5.10 A student adopts roles to enhance their own and others' enjoyment of physical activity.	
Students learn about:	**Students learn to:**

• **roles in physical activity**
  – administrative roles
  – official roles
  – leadership roles
  – individual and team player roles
  – coaching, instructing or choreography roles
  – media/publicity roles
  – volunteering
	• investigate and make decisions about the various roles they can adopt to enhance their own and others' participation and enjoyment of physical activity
	
	• select and perform a variety of roles as they organise, manage and participate in physical activities

Students learn about:	Students learn to:

• **strategies for enhancing others' enjoyment of and participation in physical activity**
   – awareness-raising
   – establishing policy
   – identifying and accessing support structures
   – identifying physical activity needs
	• analyse strategies to enhance enjoyment and improve participation in physical activity
	
	• collaboratively design and conduct an action plan for a school, workplace or community setting to increase participation and enjoyment in physical activity

Additional Content

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. These additional experiences may be reflective of the school ethos, the specific needs and interests of students and issues of local relevance. Schools have the flexibility to determine additional content to meet the needs of their students. The following suggestions, linked to outcomes, may be considered:

– participating in introductory outdoor recreation experiences, eg orienteering, shelter construction, outdoor cooking, low-impact hiking (5.9)
– gaining a formal elementary qualification as an umpire, coach or trainer (5.10).

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for PDHPE by undertaking Life Skills outcomes and content. (Requirements for access to the Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support. However, in developing programs teachers need to take into consideration relevant systems policies concerning specific areas of PDHPE content, eg child protection and drug education.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate PDHPE Years 7–10 Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives Students will:		Outcomes A student:
enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships	LS.1	recognises the personal characteristics and needs that make them similar to others yet unique
	LS.2	manages the physical changes associated with adolescence
	LS.3	recognises the feelings and emotions associated with adolescence
	LS.4	uses strategies to manage feelings and emotions
	LS.5	uses appropriate behaviours in social situations
	LS.6	recognises factors that affect personal relationships
	LS.7	uses appropriate strategies to initiate and manage relationships
move with confidence and competence and contribute to the satisfying and skilled performance of others	LS.8	demonstrates a range of movement skills across environments
	LS.9	participates in a range of physical activities

Objectives Students will:	Outcomes A student:	
take actions to protect, promote and restore individual and community health	LS.10	recognises and responds to safe and unsafe situations
	LS.11	demonstrates safe practices that promote personal wellbeing
	LS.12	makes healthy nutritional choices
	LS.13	demonstrates appropriate behaviours associated with eating and drinking
	LS.14	recognises and assists with routine health care procedures
	LS.15	undertakes personal hygiene and grooming
	LS.16	demonstrates an understanding of issues associated with sexuality
	LS.17	identifies the appropriate and inappropriate use of substances
participate in and promote lifelong physical activity	LS.18	recognises components of a balanced lifestyle
	LS.19	demonstrates skills required to participate in a preferred physical activity
	LS.20	demonstrates strategies required to participate in a preferred physical activity
develop and apply the skills that enable them to adopt and promote healthy and active lifestyles	LS.21	uses appropriate communication strategies in a variety of contexts
	LS.22	uses appropriate strategies in response to at-risk situations
	LS.23	supports and cooperates with others in a range of activities
	LS.24	moves confidently in a range of contexts
	LS.25	engages in practices that promote health and safety
	LS.26	uses problem-solving strategies in a variety of contexts

Outcomes LS.21 to LS.26 refer to the skills that enhance learning in PDHPE and are integrated throughout the content in each strand. Specific content related to these skills can be found on pages 15–18 of this syllabus.

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities for each student. Students are not required to complete all the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Strand 1: Self and Relationships

LS.1 A student recognises the personal characteristics and needs that make them similar to others yet unique.

Students learn about:	Students learn to:
• how people are similar to each other	• recognise similar characteristics of students within the class group, eg body shape and features, feelings, interests and abilities
• the needs people have in common	• recognise some of the needs of students within the class group, eg love, sense of belonging, friendship, shelter, assistance, medication, physical aids (glasses, wheelchair)
• how people are different from each other	• recognise some differences between students within the class group, eg hair, eye, skin colour, gender, culture, personality, interests and abilities
	• demonstrate sensitivity and respect for individual difference
• what makes people unique	• identify the strengths, abilities and characteristics that make students within the class group unique, eg physical, social, emotional

LS.2 A student manages the physical changes associated with adolescence.

Students learn about:	Students learn to:
• the nature and purpose of physical changes during puberty	• identify male and female physical features that undergo change during adolescence
	• identify physical changes both seen and unseen to body systems that happen to boys and girls as they mature, eg changes to voice, changes in physical size, changes to the skin, changes to reproductive systems
	• recognise that physical changes are a normal part of adolescence

	Students learn to:
	• recognise that there are individual differences within each stage of development, eg onset of puberty
	• recognise why physical changes occur
	• manage physical changes, eg menstruation
	• respond appropriately to physical changes at a personal and interpersonal level
	• recognise the implications of physical changes for appropriate personal and interpersonal behaviour, eg privacy, personal space, when, where and with whom to discuss physical changes
	• identify the stages of the reproductive process, eg menstrual cycle, sperm production, conception, pregnancy, childbirth

LS.3 A student recognises the feelings and emotions associated with adolescence.
LS.4 A student uses strategies to manage feelings and emotions.

Students learn about:	**Students learn to:**
• the emotional changes that occur during adolescence	• identify the feelings and emotions that occur during adolescence, eg mood changes, sexual feelings, frustration, anger, rejection, self-worth
• the management of feelings and emotions during adolescence	• identify known people within a network of trusted adults with whom it is appropriate to express and discuss personal feelings
	• identify strategies to manage feelings and emotions, eg discussing concerns with significant others, using self-talk, using personal space/time out, accessing advice and support
	• use appropriate strategies to manage feelings and emotions in a range of situations, eg communicating concerns to significant others
	• convey their feelings and emotions through verbal or nonverbal communication
	• respond to the feelings and emotions of others, eg by showing empathy, using receptive listening, acknowledging their need for personal space/time out

LS.5 A student uses appropriate behaviours in social situations.

Students learn about:	Students learn to:

• behaviour that is appropriate in a range of situations	• recognise private and social situations
	  – private, eg own bedroom, bathroom, dressing room
	  – social, eg with others at home, in the classroom, in the community
	
	• recognise behaviours that should only occur in private, eg health care procedures, bathing, dressing, toileting, managing menstruation
	
	• demonstrate behaviours which are appropriate to private situations, eg dressing in own bedroom or appropriate changing room
	
	• recognise the need for other's privacy, eg remaining outside bedroom while someone is dressing
	
	• demonstrate behaviours that are socially appropriate in a range of situations
	  – use good manners, eg when eating, asking for assistance
	  – greet familiar and unfamiliar people, eg shake hands rather than hug
	  – follow protocols and procedures in a variety of relevant contexts, eg on public or private transport, at a theatre or cinema, in a queue to be served

LS.6 A student recognises factors that affect personal relationships.

Students learn about:	Students learn to:
• the nature and range of relationships	• identify personal relationships which are of significance to them, eg family/carers, peers, social groups • recognise the factors that influence relationships, eg gender, shared interests, age, expectations
• enhancing positive relationships	• recognise the factors that contribute to positive relationships, eg cooperation, sharing, tolerance, respect, honesty, trust, loyalty • recognise factors that impact negatively on relationships, eg bullying, coercion, harassment, violence, sexism, blaming, avoidance of responsibility

LS.7 A student uses appropriate strategies to initiate and manage relationships.	
Students learn about:	**Students learn to:**
• initiating relationships	• demonstrate the skills to initiate relationships, eg communicating clearly, listening attentively, engaging with others in activities of common interest
• maintaining relationships	• demonstrate the skills to maintain relationships, eg empathy, conflict resolution, negotiation, expressing views and feelings appropriately and openly, accepting personal responsibility, responding to the needs, values and feelings of others
• the factors that may cause a relationship to change or end	• recognise the reasons why a relationship might change or end, eg change of school, change of neighbourhood, changing interests, loss of friend or family member
• strategies to deal with changing relationships	• use strategies to cope with changing or concluding relationships, eg identifying people with whom they can share feelings of grief, accessing support or assistance

Strand 2: Movement Skill and Performance

LS.8 A student demonstrates a range of movement skills across environments.	
Students learn about:	**Students learn to:**
• moving around in the environment	• demonstrate movement skills in the context of everyday environments, eg in the school, using aids or wheelchair if needed, negotiating features of the environment such as escalators, ramps, stairs, negotiating entry and exit from public transport
• participating in physical activities, team games and sports	• use movement skills to participate in physical activities, games and sports, eg running, jumping, leaping, twisting, pivoting, changing direction
	• combine movement skills to participate in team games or sports
	• demonstrate skills in striking, kicking, throwing, catching, trapping, fielding and propelling balls
	• demonstrate locomotor and non-locomotor skills in gymnastics, aerobics and dance sequences, eg rolling, leaping, jumping, skipping, sliding, balancing, turning, twisting

LS.9 A student participates in a range of physical activities.	
Students learn about:	**Students learn to:**
• the importance of physical activities in maintaining a healthy lifestyle	• recognise that participation in physical activities is important to maintain health and fitness
• participating in physical activities	• identify preferred physical activities, eg games, sports, bushwalking, aquatic activities
	• identify current level of participation in physical activities
	• demonstrate appropriate preparation for participation in physical activities, eg warm up before commencing activities
	• participate as an individual in physical activities, eg personal exercise or therapy routines, swimming or hydrotherapy, cycling
	• participate in physical activities as part of a group, eg dancing, team games, sports
	• demonstrate safe practice when participating in physical activities, eg use of equipment, including protective gear
	• identify processes for joining with others in a preferred physical activity in the community, eg how to enrol in a swimming club
	• recognise and demonstrate behaviour which is appropriate for participation in a preferred physical activity at school or in the community, eg using change rooms at the local swimming pool

Strand 3: Individual and Community Health

LS.10 A student recognises and responds to safe and unsafe situations.	
Students learn about:	**Students learn to:**
• safe and unsafe situations	• recognise factors that contribute to safety in the environment, eg traffic signals, pedestrian crossings, weather forecasts, awareness of environmental conditions, use of protective clothing, safety signage, following rules and procedures, alarms • respond to factors which may change the safety of situations, eg by taking more care crossing the road in wet conditions, by ceasing outdoor activities in a thunderstorm, by avoiding distractions as a road user • recognise potential hazards in their environment and respond appropriately • respond to indicators of unsafe situations, eg by following evacuation procedures in response to a fire or smoke alarm, waiting on the footpath if 'don't walk' sign is indicated, reporting concerns about unsafe situations immediately to appropriate personnel • recognise that safety depends on the behaviour of themselves and others

LS.11 A student demonstrates safe practices that promote personal wellbeing.	
Students learn about:	**Students learn to:**
• their right to privacy, safety, and to be treated with dignity and sensitivity • appropriate and inappropriate intimate behaviour • safe, helpful touch and unsafe, hurtful, unwanted touch • personal stress indicators and warning signals • strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment • safe and unsafe personal situations	• recognise appropriate touching and handling involved in carrying out personal procedures • recognise inappropriate touching and handling in carrying out personal procedures • discriminate between appropriate and inappropriate intimate behaviour by others in a range of situations, eg family members/carer, health professionals, leaders, coaches, school staff, friends, unknown people • develop and use individualised communication strategies to reject or protest against inappropriate touching, bribes, threats, bullying or harassment • recognise known people within a network of trusted adults with whom it is appropriate to communicate dissatisfaction and distress in relation to unwanted touch, bribes, threats, bullying or harassment • develop and use individualised strategies to communicate with trusted adults in relation to inappropriate touching, handling, bribes, threats, bullying or harassment • develop and use individualised communication strategies and devices to carry out 'No-Go-Tell' routine in a range of situations • recognise specific aspects of safe and unsafe personal situations, eg safe spaces such as a safety house, unsafe spaces such as car parks, streets or parks at night

LS.12 A student makes healthy nutritional choices. **LS.13 A student demonstrates appropriate behaviours associated with eating and drinking.**	
Students learn about:	**Students learn to:**
• foods that promote good health	• recognise and name the properties of foods that contribute to personal health
	• recognise foods in the different groups that they should eat most, moderately and least in the context of their lifestyle
• a nutritious and balanced diet	• demonstrate healthy choices when selecting foods in a range of situations
	• recognise nutritional levels of food from labels and packaging
	• recognise some food intolerances and allergies individuals may have, eg lactose intolerance, peanut allergy
	• explore factors that influence food choices, eg advertisements, peer pressure, culture
• eating and drinking appropriately	• recognise the relationship between diet, physical activity and health, eg by selecting food from the different groups to provide a balanced diet, balancing food intake and physical activity, identifying the implications of eating junk food
	• communicate hunger or thirst
	• engage in mealtime routines
	• cooperate and assist in mealtime procedures
	• demonstrate good manners in a range of environments and eating situations

LS.14 A student recognises and assists with routine health care procedures.
LS.15 A student undertakes personal hygiene and grooming.

Students learn about:	Students learn to:
• personal health care	• recognise their own health care needs, eg toileting, medication, prevention and treatment of allergic reactions
	• cooperate with others in their own health care procedures
	• communicate health care needs to appropriate others, eg seeking assistance to access a toilet
	• indicate appropriately when health care assistance is needed from others in a social situation, eg asking quietly for help from an appropriate person
	• manage their own health care procedures with assistance or prompts from others
	• manage their own health care procedures independently and appropriately in a range of situations
• the importance of hygiene and grooming	• recognise personal hygiene and grooming procedures, eg washing hands, showering, blowing nose, teeth care, combing hair
	• recognise when personal hygiene and grooming procedures are needed, eg washes hands before eating and after toileting, changes clothes for social outings
	• carry out personal hygiene and grooming procedures

LS.16 A student demonstrates an understanding of issues associated with sexuality.

Students learn about:	Students learn to:
• issues associated with sexuality	• identify issues associated with sexuality, eg consent, privacy, safe sex, contraception, pregnancy, sexually transmitted diseases
	• identify appropriate sources for advice on and assistance regarding issues associated with sexuality
	• recognise the consequences of sexual activity
	• recognise the responsibilities associated with sexual activity for themselves and others

LS.17 A student identifies the appropriate and inappropriate use of substances.	
Students learn about:	**Students learn to:**
• the appropriate and inappropriate use of substances	• identify medication which has been prescribed by a doctor or given by an authorised person for a specific personal condition
	• identify times and dosages of personal medication, eg 10 ml taken three times a day before meals
	• identify any likely reactions to personal medication and action that may be required
	• explain why a person wears a bracelet or necklace that indicates an allergic reaction
	• identify authorised people for prescribing and administering medication, eg doctors write prescriptions; chemists make up prescriptions; parents, carers, teachers administer medication
	• identify substances and drugs which are not prescribed by doctors, eg tobacco, alcohol
	• identify substances which are poisonous if inhaled or ingested, eg glues, aerosols, cleaning fluids
	• identify substances and drugs which are illegal
	• recognise the need for personal responsibility in the use of legal drugs and substances, eg taking medication prescribed for someone else, smoking and alcohol use
	• recognise the need for personal responsibility in relation to illegal drugs and substances, eg health hazards, legal consequences
	• demonstrate refusal skills when offered medication by another student
	• demonstrate refusal skills when offered illegal drugs or substances for inappropriate purposes

Strand 4: Lifelong Physical Activity

LS.18 A student recognises components of a balanced lifestyle.

Students learn about:	**Students learn to:**

• a balanced lifestyle
   – rest
   – sleep
   – school/work
   – physical activity
   – leisure and recreation
	• recognise that a healthy lifestyle requires a balance of work, rest, sleep, physical activity, leisure and recreation
	
	• identify the benefits of a balanced lifestyle, eg physical, social and emotional health
	
	• identify individual pattern of work, rest, sleep, physical activity, leisure and recreation
	
	• develop a personal plan for a balanced lifestyle
	
	• engage in physical activities as part of a balanced lifestyle

LS.19 A student demonstrates skills required to participate in a preferred physical activity.
LS.20 A student demonstrates strategies required to participate in a preferred physical activity.

Students learn about:	**Students learn to:**
• participation in physical activities • accessing physical activities in the community	• identify processes for joining with others in a preferred physical activity in the community, eg how to enrol in a local swimming club • identify locations where a preferred physical activity may be undertaken at school and in the community, eg location of bike track, swimming pool, bowling alley • recognise and comply with requirements for participation in a preferred physical activity, eg specific footwear requirements for bowling, entry fees or identification required for local gyms or swimming pools, wearing a team/supporters uniform • explore physical activities which can be undertaken individually, with a partner, or as part of a group, eg fishing, table tennis, football • demonstrate skills needed to participate in a preferred physical activity, eg riding a bike using gears and brakes effectively • locate information about preferred activities from a variety of sources, eg newspaper, telephone, internet • engage in preferred activity in the community as an individual, with a partner or in a group

9 Continuum of Learning in Personal Development, Health and Physical Education K–10

Stage outcomes and stage statements illustrate the continuum of learning in the *PDHPE Years 7–10 Syllabus*.

9.1 Stage Outcomes

Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Growth and Development				Self and Relationships	
GDES1.9 Identifies how people grow and change.	GDS1.9 Describes the characteristics that make them both similar to others and unique.	GDS2.9 Describes life changes and associated feelings.	GDS3.9 Explains and demonstrates strategies for dealing with life changes.	4.1 Describes and analyses the influences on a sense of self.	5.1 Analyses how they can support their own and others' sense of self.
Interpersonal Relationships				4.2 Identifies and selects strategies that enhance their ability to cope and feel supported.	5.2 Evaluates their capacity to reflect on and respond positively to challenges.
IRES1.11 Identifies how individuals care for each other.	IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.	IRS2.11 Describes how relationships with a range of people enhance wellbeing.	IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.	4.3 Describes the qualities of positive relationships and strategies to address the abuse of power.	5.3 Analyses factors that contribute to positive, inclusive and satisfying relationships.
Dance				Movement Skill and Performance	
DAES1.7 Moves in response to various stimuli.	DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.	DAS2.7 Performs familiar movement patterns in a variety of dance situations.	DAS3.7 Performs a range of dance styles and sequences confidently.		
Games and Sports				4.4 Demonstrates and refines movement skills in a range of contexts and environments.	5.4 Adapts, transfers and improvises movement skills and concepts to improve performance.
GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.	GSS1.8 Performs fundamental movement skills with equipment in minor games.	GS2.8 Participates and uses equipment in a variety of games and modified sports.	GS3.8 Applies movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.	4.5 Combines the features and elements of movement composition to perform in a range of contexts and environments.	5.5 Composes, performs and appraises movement in a variety of challenging contexts.
Gymnastics					
GYES1.10 Performs basic movement patterns to show actions of the whole body.	GYS1.10 Follows a simple sequence that links basic movement patterns.	GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements.	GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.		

Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Personal Health Choices				Individual and Community Health	
PHES1.12 Displays basic positive health practices.	PHS1.12 Recognises that positive health choices can promote wellbeing.	PHS2.12 Discusses the factors influencing personal health choices.	PHS3.12 Explains the consequences of personal lifestyle choices.	4.6 Describes the nature of health and analyses how health issues may impact on young people.	5.6 Analyses attitudes, behaviours and consequences related to health issues affecting young people.
Safe Living				4.7 Identifies the consequences of risk behaviours and describes strategies to minimise harm.	5.7 Analyses influences on health decisionmaking and develops strategies to promote health and safe behaviours.
SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	SLS2.13 Discusses how safe practices promote personal wellbeing.	SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.	4.8 Describes how to access and assess health information, products and services.	5.8 Critically analyses health information, products and services to promote health.
Active Lifestyle				Lifelong Physical Activity	
ALES1.6 Develops a repertoire of physical activities in which they can participate.	ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.	ALS2.6 Discusses the relationship between regular physical activity and health.	ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.	4.9 Describes the benefits of a balanced lifestyle and participation in physical activity.	5.9 Formulates goals and applies strategies to enhance participation in lifelong physical activity.
				4.10 Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.	5.10 Adopts roles to enhance their own and others' enjoyment of physical activity.
Communicating					
COES1.1 Expresses feelings, needs and wants in appropriate ways.	COS1.1 Communicates appropriately in a variety of ways.	COS2.1 Uses a variety of ways to communicate with and within groups.	COS3.1 Communicates confidently in a variety of situations.	4.11 Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.	5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Decision-making					
DMES1.2 Identifies some options available when making simple decisions.	DMS1.2 Recalls past experiences in making decisions.	DMS2.2 Makes decisions as an individual and as a group member.	DMS3.2 Makes informed decisions and accepts responsibility for consequences.	4.12 Assesses risk and social influences and reflects on personal experience to make informed decisions.	5.12 Adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts.
Interacting					
INES1.3 Relates well to others in work and play situations.	INS1.3 Develops positive relationships with peers and other people.	INS2.3 Makes positive contributions in group activities.	INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.	4.13 Demonstrates cooperation and support of others in social, recreational and other group contexts.	5.13 Adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.
Moving					
MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.	MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.	MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.	MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.	4.14 Engages successfully in a wide range of movement situations that displays an understanding of how and why people move.	5.14 Confidently uses movement to satisfy personal needs and interests.
Problem-solving/Planning					
PSES1.5 Seeks help as needed when faced with simple problems.	PSS1.5 Draws on past experiences to solve familiar problems.	PSS2.5 Uses a range of problem-solving strategies.	PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.	4.16 Clarifies the source and nature of problems and draws on personal skills and support networks to resolve them. 4.15 Devises, applies and monitors plans to achieve shortterm and longterm goals.	5.16 Predicts potential problems and develops, justifies and evaluates solutions. 5.15 Devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively.

9.2 Stage Statements

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

Early Stage 1

Early Stage 1 students describe physical changes that have occurred since birth. They name and recognise a range of feelings and show increasing self-control to deal with anger or excitement. Students have established social skills such as listening, sharing and showing concern.

They describe positive hygiene and nutrition practices and when it is safe to take medication.They can identify people who can help them. Students talk about feeling safe and unsafe and describe actions they can take if they feel unsafe.

As students begin to make choices and decisions for themselves, they begin to experience a developing sense of control over their lives.

Students are taught and practise the fundamental movement skills of balance, sprint run, vertical jump and the catch (with a small object). These skills will be further developed during Stage 1. Students talk with each other about their achievements.

Stage 1

Stage 1 students describe similarities and differences between themselves and others and can record changes that occur to people over time. They talk about different kinds of relationships and things that are special to them. Students learn cooperation and skills for developing positive relationships.

Students describe what people do to stay healthy. They make personal health choices and give reasons for their choices. They identify appropriate use, administration and storage of different types of medications. They identify the factors that are safe and unsafe in a particular environment, strategies they can use in unsafe situations and networks of support people.

Students further develop the Early Stage 1 fundamental movement skills and progress to a range of additional skills. In Year 1 the hop, side-gallop, skip and overarm throw are introduced, followed by the leap, kick, two-handed strike and dodge in Year 2.

Students participate in creative play and games and adapt new skills to integrate into their free play. They perform basic movement patterns by themselves and in groups. They perform movement sequences by following and repeating simple movements, rhythms and patterns.

Students identify experiences that they enjoy and describe how they feel before and after the exercise.

Stage 2

Stage 2 students explain differences in growth and development between individuals at different stages. They identify their own strengths and are establishing a positive self-concept.

Students explain how positive relationships are developed and participate in group situations, showing consideration for the needs, rights and feelings of others. They learn to recognize situations of potential abuse or when abuse is occurring so that they can take appropriate actions. They identify major steps involved in making healthy lifestyle decisions and are aware of their responsibility in contributing to a healthy environment.

Students understand the reasons why people use drugs for medical and non-medical purposes. They can discuss how drug use such as tobacco and alcohol can cause harm. They explain the need for rules and laws made for the protection of themselves and others.

Students demonstrate proficiency at the static balance, sprint run, vertical jump, catch, hop, side-gallop, skip and overarm throw. They practise each skill in a variety of contexts.

In structured experiences and games, including modified sports, students throw, strike and propel for speed, distance and accuracy, and catch and field a variety of objects. They perform basic movement sequences with consistency and control in games, a range of dance styles and while moving over apparatus and using equipment.

Students discuss their activity patterns and how activity contributes to health and fitness. Through participation in a wide range of movement experiences they recognise the effects of physical activity on the body.

Stage 3

Stage 3 students describe the bodily changes associated with puberty and how the rate of change varies among individuals. They value the uniqueness of their own personal development and take increased responsibility for their own wellbeing.

They identify their roles and responsibilities within groups and are increasingly able to resolve conflict and communicate effectively with others.

Students develop more advanced skills for establishing and maintaining positive and caring relationships. They increasingly value the qualities of empathy and respect in relationships. Students distinguish between positive use of power and abuse of power in relationships. They can plan for safety and respond appropriately in risk situations.

Students identify products and substances that have a positive and negative effect on the body, such as food, drinks, prescription and non-prescription drugs, alcohol and tobacco. They take responsibility for the decisions they make and recognise the effects their decisions have on themselves and others and how they contribute to a healthy environment.

They accept that they have a responsibility to contribute to community safety and understand some basic first aid procedures.

Students demonstrate proficiency at the leap, kick, two-handed strike and the dodge. They practise each skill in a range of challenging contexts.

Through participation in a range of activities, structured games and sports, students demonstrate the application of movement skills with increasing confidence and precision. They create and perform movement sequences with control and coordination, demonstrating cooperative effort in a range of games, dance and gymnastics experiences.

Stage 4

Stage 4 students have developed an understanding of the influences on their sense of self as they make the transition to adolescence. They identify challenges and opportunities they may experience at this stage of their lives. They enhance their capacity to manage these challenges as they identify and select strategies that promote connectedness, develop interpersonal communication skills and establish support networks of both adults and peers.

Students have an enhanced capacity to manage personal safety and wellbeing. They understand the characteristics and qualities of caring and respectful relationships. They have understanding and skills related to the child protection themes recognising abuse, power in relationships and protective strategies. They identify unsafe or abusive situations and respond by applying safety strategies.

Students analyse the health issues most affecting young people. They select strategies to effectively communicate their knowledge, values and needs in meaningful contexts, including mental health, healthy food habits, drug use, sexual health, road safety and physical activity.

Students predict the consequences of risk behaviours associated with relevant adolescent health and safety issues. They describe and practise harm minimisation strategies including conflict resolution, negotiation and refusal skills. Students develop skills in critical literacy as they acquire, process, question, challenge and evaluate a range of health information, services and products and describe how they can be applied to meet the health needs of young people.

Students demonstrate an awareness and understanding of how and why people move. They display and refine movement skills in increasingly complex environments. They apply and transfer their movement skills in and across a range of movement contexts including aquatics, athletics, dance, games and gymnastics. Students plan and perform movement sequences using the elements of composition. They display an understanding of rules and conventions, strategies and tactics, and safety principles.

Students describe the importance of lifestyle balance and the value of leisure and physical activity. They identify and participate in a range of competitive, non-competitive, individual, group, fitness, initiative and contemporary physical activity options.

Students appreciate that regular physical activity and health-related and skill-related fitness contribute to a healthy lifestyle and to enjoyable and successful movement performance. They explain the factors that influence participation and identify lifelong physical activities that have the potential to meet their present and future needs.

Stage 5

Stage 5 students explain the relationship between a sense of self, and health and wellbeing. They identify strategies that can support their own and others' sense of self. They identify challenges and opportunities they may experience at this stage of their lives and continue to develop and practise strategies that strengthen their resilience.

They accept responsibility for their role in maintaining relationships and demonstrate the ability to form relationships that are inclusive, caring and satisfying. Students affirm and celebrate diversity and challenge forms of discrimination, harassment and vilification.

Students analyse personal and community values relating to health and develop a commitment to acting on these values to improve the health of individuals and the community. They predict the consequences of personal decision-making and evaluate their ability as an adolescent to impact on individual and community health.

Students assess the individual, sociocultural, political, economic and environmental factors that influence health. They critically analyse how a range of health information, services and products can be applied to meet specific health needs. They understand the uncertainty of health information and how knowledge has changed, and will continue to change.

Students plan for individual and community safety by identifying and assessing risks relating to mental health, healthy food habits, drug use, sexual health and road safety. They discriminate between, and adopt, protective strategies to cope with challenging situations. Through planning strategies to promote equity, students demonstrate an understanding of the sociocultural circumstances that affect personal and community health.

Students use movement to satisfy personal needs and interests. They participate with success in a range of movement contexts and environments, adapting and transferring their movement repertoire to suit the situation. They design and perform movement sequences that combine a thorough understanding of the features and elements of composition. In response to unpredictable movement situations they demonstrate the ability to improvise and apply creative solutions alone and with others.

Students describe the impact of mechanical factors on skill development and performance. They show an appreciation of movement and display the ability to critically appraise performance in a variety of domains. They participate in movement experiences with satisfaction and enjoyment as they compose, perform and appraise movement in various contexts.

Students analyse the factors that influence attitudes towards participation in physical activity. They use strategies to overcome barriers to regular lifelong participation. They justify the broad range of benefits associated with participation in regular physical activity and devise plans to meet their current and future needs.

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.

10 Assessment

10.1 Standards

The Board of Studies *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 two interrelated elements:

• outcomes and content in syllabuses showing what is to be learnt
• descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

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

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in PDHPE as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in PDHPE will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in PDHPE is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of PDHPE will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning. In summary, *assessment for learning:*

• is an essential and integrated part of teaching and learning
• reflects a belief that all students can improve
• involves setting learning goals with students
• helps students know and recognise the standards they are aiming for
• involves students in self-assessment and peer assessment
• provides feedback that helps students understand the next steps in learning and plan how to achieve them
• involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**
  In practice, this means:
  – teachers reflect on the purposes of assessment and on their assessment strategies
  – assessment activities allow for demonstration of learning outcomes
  – assessment is embedded in learning activities and informs the planning of future learning activities
  – teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**
  In practice, this means:
  – students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  – students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**
  In practice, this means:
  – teachers use tasks that assess, and therefore encourage, deeper learning
  – feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  – assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**
  In practice, this means:
  – feedback is directed to the achievement of standards and away from comparisons with peers
  – feedback is clear and constructive about strengths and weaknesses
  – feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**
  In practice, this means:
  – assessment includes strategies for self-assessment and peer assessment emphasizing the next steps needed for further learning.

- **is inclusive of all learners**
  In practice, this means:
  – assessment against standards provides opportunities for all learners to achieve their best
  – assessment activities are free of bias.

10.3 Reporting

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

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These 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 levels of achievement for Stage 4 and Stage 5 in PDHPE have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who have not met the expected standard by the end of a stage and who may require additional time or different strategies to consolidate their learning.

At the end of Year 10, teachers of PDHPE Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who have not met the expected standard by the end of a stage and who may require additional time or different strategies to consolidate their learning.

For students undertaking Life Skills outcomes and content in Years 7–10 the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgements to report student progress in relation to individual learning goals.

10.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of PDHPE should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in PDHPE it is important for teachers to consider:
• the requirements of the syllabus
• the accessibility of the proposed activity in terms of language requirements
• the appropriateness of the challenge presented to individual students
• resource availability
• how the task will be administered
• the way in which feedback will be provided.

In planning for assessment, teachers of PDHPE need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of PDHPE to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

For each assessment task PDHPE teachers:

- decide the outcomes and components to be assessed
- ensure a manageable number of outcomes are identified
- ensure the task is of a type that will enable the outcomes to be assessed effectively
- ensure the task allows each student to demonstrate his or her level of achievement
- ensure the task is relevant to the student's stage of development and experience
- develop a set of criteria for judging and appropriately rewarding the quality of performance. Criteria for judging performance should reflect the nature and intention of the task and be expressed in terms of the knowledge and skills demanded by the task. The wording of outcomes and the descriptions of levels of achievement can help with developing criteria for judging performance
- share their expectations in relation to the criteria for judging the quality of performance with students.

PDHPE assessment techniques might include:

Presentations

Assessment activities might include prepared and impromptu oral presentations, poster presentations, preparation of videos or audiotapes, role-plays, debates, interviews, demonstrations, performances and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:

• select and apply appropriate information
• present information in a creative and logical manner
• apply an appropriate level of ICT skills.

Group work

Assessment activities might include group movement compositions, collaborative presentations (eg a health promotion campaign), and evaluating and challenging views through group discussion (eg on gender and physical activity).
When this technique is used for assessment purposes things to look for could include:
• the choices students make in regard to identifying issues, reaching cooperative decisions and solving problems
• the nature of interactions with other students
• the ability to listen to other people's points of view.

Written reports

These may include anecdotal reports, surveys, evaluation reports, field trip reports, interviews, reports on independent investigations, portfolios or folders of work with negotiated content and essays. When students produce a written report, they could be assessed on their ability to:

- show appropriate depth of analysis
- summarise key findings in a concise manner
- use appropriate detail
- use language appropriate to purpose, audience and context.

Diaries, journals and logbooks

These provide opportunities for students to write personal reflections. They allow students to develop knowledge, skills and abilities to make informed, responsible choices. They also develop in students self-awareness and critical thinking skills.

When using diaries, journals and logbooks as an assessment technique, teachers could assess students on their ability to:

• identify their own personal development over time
• identify key indicators and evidence of their own learning
• show appropriate depth of analysis.

Examinations and tests (written and practical)

Written tests can include objective type questions and/or free response. Responses may be written or spoken, short or extended.

Written and practical tests (or a combination of these) can assess the ability of the students to:

• recall, interpret, comprehend and apply knowledge
• perform skills with appropriate tools and methods.

Research projects

Research projects can be used to develop in students analytical, organisational and problem solving skills and may include case studies, research tasks using information drawn from library, internet, databases and spreadsheets.

When students undertake research projects, they could be assessed on their ability to:

• conduct appropriate research using a variety of methods
• select and interpret relevant information
• address the chosen issues with clarity
• present information in a logical manner
• acknowledge references appropriately.

Self-assessment

In PDHPE students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect upon their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, the skills becoming increasingly more sophisticated and self-initiated as a student progresses.

Students are able to demonstrate the ability to engage in self-assessment when they can:

• select a piece of their own work to provide evidence of understanding
• explain orally, in writing, or through illustration how a work sample provides evidence of understanding
• critique a sample of their own work using the teacher's standards and criteria for quality.

When students engage in assessment through reflection and self-assessment they develop a much deeper understanding of their own abilities and the demands of lifelong learners.

Peer assessment

PDHPE encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task, and reflecting on a peer presentation.

Movement tasks

Assessment activities might include individual movement compositions, practical problem-solving, reflective tasks (eg self-assessment of physical activity plan, skill checklists, self-assessed and peer-assessed skill analysis), recorded observations and formal and informal viewing tasks (eg appraisal of movement using taped footage).

In PDHPE, the assessment of movement skill requires observation and judgement of performance, behaviour and interaction in activities as they occur. In assessment of movement, performances can be judged holistically or analytically or both. Teachers make an analytical judgement of a student's performance when they rate different aspects of the performance. Teachers make a holistic judgement of a student's performance when they give a single rating based on their overall impression of the performance. The use of video may enable judgements to be made at a later date.