

BOARD OF STUDIES
NEW SOUTH WALES

Personal Development, Health and Physical Education K-6

**Introducing the PDHPE
K-6 Syllabus to Parents
and Community Members**

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PART 1

PDHPE K–6 Syllabus: Overview

What is a syllabus?

A syllabus is a document that gives teachers an outline of what students are to be taught in a specific learning area. Each of the six key learning areas (KLAs) in primary school has a syllabus to guide the learning and teaching in that area.

What is PDHPE K–6?

Personal Development, Health and Physical Education (PDHPE) is one of the six KLAs in the primary school. The other five KLAs are English, Mathematics, Science and Technology, Human Society and its Environment, and Creative and Practical Arts.

PDHPE K–6 integrates learning in a number of previously separate areas of the curriculum. It is concerned with the development of the whole person and the improvement of quality of life for all students. It encourages students to develop a commitment to life planning.

PDHPE K–6 provides and promotes participation in regular and varied physical activity. It addresses a wide range of personal and community health issues that require sensitive treatment, including drug education and child protection. These include some important issues facing society today and will be taught in a manner that supports the role of parents and reflects the ideals of the school community.

PDHPE K–6 builds upon the considerable learning that children acquire before entering school and also provides the foundation for further study in this KLA in secondary school. Achievement in this KLA will also be influenced by the student's experiences at school and in the wider community. It will be most effective when parents, caregivers and teachers work together and participate in program development.

Why is PDHPE important?

If our children are to become happy, healthy, responsible and productive people in our society, they need to develop relevant knowledge, skills and values. PDHPE is an important key learning area for students and the community because it:

- encourages an understanding and valuing of oneself and others;
- develops an ability in students to make informed decisions in their lives;
- promotes lifelong involvement in physical activity.

What is the aim of this syllabus?

The syllabus aim of PDHPE K–6 is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In so doing, the syllabus will form the basis for students to adopt a responsible and productive role in society.

What are outcomes and indicators?

Outcomes are milestones of achievement towards which your child will work. Outcomes are organised by stages. Other than Kindergarten, each stage covers two years of schooling. It is expected that most children will achieve:

- Early Stage 1 outcomes by the end of Kindergarten;
- Stage 1 outcomes by the end of Year 2;
- Stage 2 outcomes by the end of Year 4;
- Stage 3 outcomes by the end of Year 6.

Children will progress at different rates. Not all children will be working towards the outcomes relevant for most of their cohort. Some children will have progressed past these outcomes.

Indicators are what teachers look for to show how students are progressing towards achieving an outcome.

The outcomes and indicators assist teachers in planning what and how they will teach, and in assessing what each student understands and has learned. The outcomes and indicators help your child's teacher to monitor the progress of students in the class and to provide learning programs to meet your child's needs.

Children as learners in PDHPE K-6

The way in which children participate in PDHPE learning experiences will play a crucial role in shaping the views that they will have of themselves. Young learners need to learn through active involvement and concrete experiences. Play is an important means of learning in the early years. Movement experiences and games that are purposeful and enjoyable will enable children to explore their movement capacities and develop an appreciation of themselves and others.

In this key learning area students need to have the opportunity to develop skills, values and attitudes that encourage responsible decision making about issues such as drug use and child protection. The development of skills such as communication, decision making, interacting and problem solving require significantly more time than acquiring knowledge alone.

Information about drugs and child protection needs to be accurate and developmentally appropriate so that students acquire relevant knowledge. Information is necessary but not sufficient in itself to lead to behaviour change.

In order to reverse the trend to inactivity, students need to be provided with programs that promote physical activity appropriate to their stage of development. They should be physically active every day in as many ways as possible. This KLA provides regular and frequent opportunities for students to acquire and apply movement skills, use their imagination in play and decision making and experiment with ideas through movement. All of these experiences require the student to work cooperatively with their peers and others.

In this KLA students will be given opportunities to form positive attitudes about themselves and others, to communicate effectively and to develop and maintain positive relationships. They will learn how to take responsible action in regard to their own lives. They will practise the skills involved in decision making and in applying these to everyday problems.

PART 2

How teachers plan teaching and learning in PDHPE K–6

What is the content of PDHPE?

The subject matter of Personal Development, Health and Physical Education is organised into eight strands and there are five skills that are emphasised.

Strands

Active Lifestyle

This content strand promotes the adoption of a physically active lifestyle in order to achieve wellbeing. Students are encouraged to investigate options for recreation and to develop the skills and attitudes necessary for an active lifestyle.

Dance

This content strand is concerned with developing each student's ability to express themselves through movement. There is opportunity for students to create and perform different dances.

Games and Sports

This content strand is concerned with developing each student's competence and confidence in a broad range of games and sport skills. It provides opportunities for students to learn basic games skills in order to participate for fun, physical fitness, socialisation and achievement.

Growth and Development

This content strand is concerned with the changes that occur throughout the life cycle and the feelings that are associated with these changes. It encourages students to develop a sense of responsibility for themselves and others.

Gymnastics

This content strand provides opportunities for students to investigate and succeed in a wide variety of basic gymnastic experiences and challenges. It explores the different ways in which the body can move and provides practice for the development of skilful control of the body.

Interpersonal Relationships

This content strand involves an understanding of the nature of relationships. It provides opportunities for students to examine different kinds of relationships and the factors that help or hinder their effectiveness.

Personal Health Choices

This content strand examines the process of making lifestyle decisions and putting them into practice. In particular, it gives students the opportunity to make decisions about a range of personal health issues, eg drug use.

Safe Living

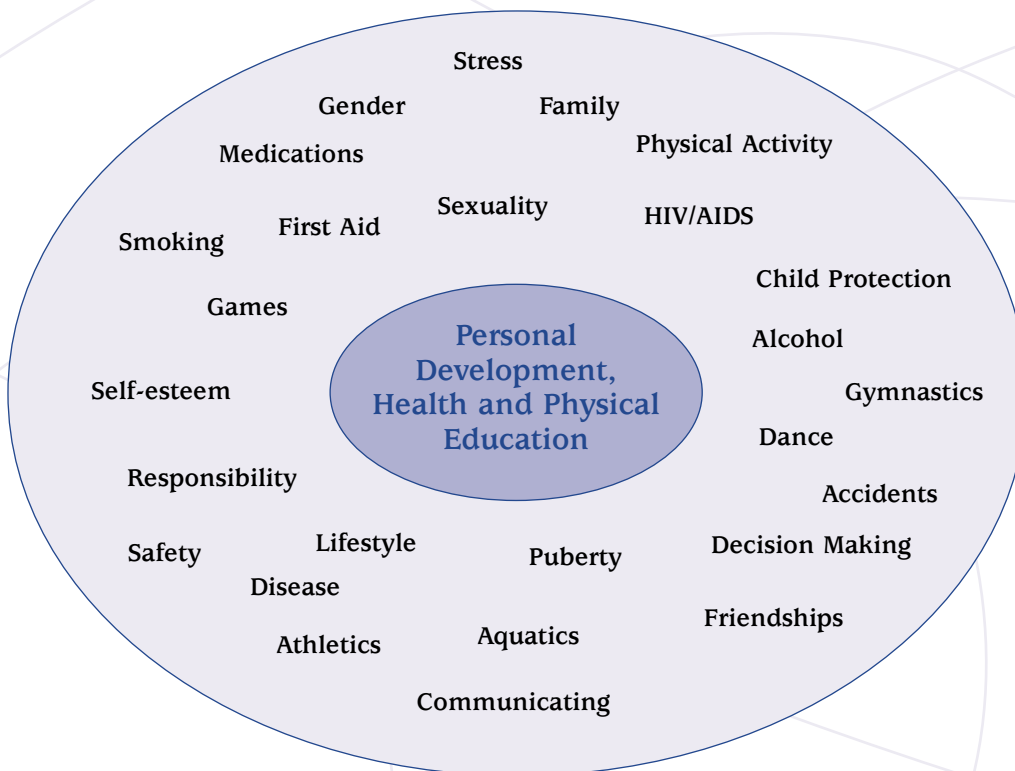
This content strand is concerned with the protection of individuals through the promotion of safe environments and practices. It encourages students to act in ways that will keep themselves and others from harm.

Skills

The *PDHPE K-6 Syllabus* also emphasises the development of the following skills that enable action for better health and movement outcomes: communicating, interacting, decision making, problem solving and moving.

What will my child be taught in PDHPE?

The school Personal Development, Health and Physical Education program deals with a wide range of issues and topics under the eight strands. Some of the topics are shown below:



What are students expected to know and do in PDHPE?

The following stage statements give an overview of the teaching and learning experiences in PDHPE. They indicate what students can be expected to achieve at the end of each stage of primary schooling.



Stage statements

Stage statements provide an overall description of student achievement that is typically expected at the end of a stage.

Early Stage 1

Early Stage 1 students describe physical changes that have occurred since birth. They can name and recognise a range of feelings and increasingly use self-control to deal with anger or excitement. Students learn and practise 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 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 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 recognise 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 use of drugs 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 increasing 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 are developing 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.

What is the nature of the Modules support document?

A *PDHPE K-6 Modules* support document has been written to assist teachers in planning programs based on the syllabus.

It provides advice for teachers on the nature of various student groups such as Aboriginal and Torres Strait Islander students, boys and girls, students with special education needs, and gifted and talented students. In each case it gives a summary of the implications of specific learning needs for teaching and learning.

The *Modules* support document also outlines the characteristics of a learning environment that best supports the achievement of PDHPE outcomes.

A section on school planning and programming describes a process for interpreting the syllabus and translating it into teaching and learning programs that address the specific needs of students in schools.

A series of modules group together suggested subject matter, syllabus outcomes and a range of learning experiences appropriate for each stage of primary schooling. Teachers may select from these when developing their own units of work.

Does the syllabus require specialist PDHPE teachers?

The syllabus has been written with generalist teachers in mind. It draws on subject matter that is currently being taught successfully in many primary schools by primary teachers. Support document modules include guidance about appropriate student learning experiences that teachers can provide, related to the syllabus subject matter for each stage.

While decisions about staffing are a matter for schools and/or school systems, there is considerable support for all teachers to teach PDHPE as they:

- develop a better understanding of the needs of children in their class;
- are able to establish and maintain a supportive class environment conducive to teaching PDHPE;
- can ensure that all aspects of class activities reinforce PDHPE messages;
- are able to respond to issues and student questions as they arise;
- can provide a powerful role model for students, which enhances the effectiveness of teaching and learning in this key learning area.

PART 3

How student learning is assessed in PDHPE K–6

Assessing — How will I know if my child is achieving ?

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of the syllabus outcomes. In order to assess the range of skills in this syllabus, a variety of techniques is required. One of the important purposes of assessment is to design appropriate programs for the students.

As students participate in a range of PDHPE learning experiences, teachers make judgements about their progress. Sometimes assessment takes place during class activities and, at other times, at the end of a unit of work. A variety of assessment strategies should be used to give students opportunities to demonstrate what they know, understand and can do in PDHPE.

Good assessment practice involves making judgements about achievement based on a variety of pieces of work or performances. It may include observing students, their projects, tests and assignments. Indicators help teachers to assess how students are progressing towards the outcomes.

Reporting

Reporting is the process of providing information, both formally and informally, about a student's progress. Most parents want to know how their child is progressing in relation to:

- what the student knows;
- what skills the student has gained.

Schools may report on the syllabus outcomes achieved either in writing or during an interview. Examples of work to illustrate student progress may be shown. Each school will vary in its reporting practices, but good reporting practice always informs parents about their child's achievement of or progress towards the outcomes in PDHPE.

Reporting practice in many schools involves parents, students and teachers sharing information about student achievement.

Work samples

Student work samples, which have been published in the PDHPE *Modules* support document, give teachers examples of work that students have produced when involved in learning experiences based on the outcomes and subject matter of the syllabus.

Each work sample includes specific outcomes, a description of the learning experience and the indicators used to assist in assessing and reporting upon student achievement. A single work sample will usually not provide sufficient evidence of achievement of an outcome. Teachers will generally look to a number of samples and observations of student work in a variety of contexts in determining what students know and can do.

Unit Title: Positives and negatives of drugs.

Strand and Skill:

Personal Health Choices Decision Making

Context:

This unit introduced students to the broad range of drugs used in society and the reasons for drug use. Using books, pamphlets, encyclopedias and the internet as reference, students were asked to list the effects of drugs on the body under the categories 'positives' and 'negatives'.

Outcome/s working towards:

- PHS3.12 Explains the consequences of personal lifestyle choices.
- DMS3.2 Makes informed decisions and accepts responsibility for resulting consequences.

Indicators:

- identifies the positive and negative effects of various substances on the body.
- hypothesises about the effects of some drugs on the body
- gathers and classifies information from reliable sources.

Comment:

The student observed scanned a number of sources for information before selecting appropriate accurate information and categorising it correctly. The list of positives shows a good range of ways that approved use of drugs can be beneficial. The list of negatives about drugs demonstrates a good understanding of the consequences of choices and forms a sound foundation for informed decisions. The lists also clarified understanding of complex issues, eg drugs that enhance performance may be viewed as positive in one sense but definitely negative in another sense.

What I Think About Drug Use

Positives

- Prescription drugs can cure illness.
- Can stop infections in the body.
- Help you breathe better-asthma sprays.
- They give temporary relief from pain.
- Can modify behaviour and deal down eg if someone has A.D.D they may use ritalin.
- Can help in operations-anesthetics.
- Can boost performance in athletics.

Negatives

- Drug overdoses can kill you.
- Can make you sick by taking too many 'paradol'.
- Drug taking by pregnant women can cause their baby to be born unhealthy and an addict.
- Drugs can effect your brain and reflexes-alcohol.
- Athletes being disgraced by using performance enhancers
- You can become addicted and dependent on drugs.
- People turn to crime to get money to buy drugs. This effects their families and the people they steal from.

Where to from here?

- Decision making in the context of drug use. Students will be given scenarios to work through identifying the issues, alternative actions and consequences of the alternatives. They will be required to decide on a course of action and finally, evaluate the effectiveness of their choice.

Unit Title: How Rules Help Us

Strands and Skills:

Personal Health Choices Safe Living Interacting Problem Solving

Context:

Students discussed what rules are and listed rules used at school and in other settings. Students then placed the rules into the categories of courtesy, organisation, health and safety.

Outcome/s working towards:

- PHS1.12 Recognises that positive health choices can promote wellbeing.
- SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.
- INS1.3 Develops positive relationships with peers and other people.
- PSS1.5 Draws on past experience to solve familiar problems.

Indicators:

- describes what people do to stay healthy eg wash your hands, be nice to other people.
- identifies safe actions.
- lists rules associated with group conduct
- classifies information appropriately.

Comment:

This student was observed discussing the rules that she confronts in a variety of lifestyle contexts. She was able to communicate her ideas clearly to other students. Many of the rules generated discussion as the other students either agreed or communicated contrasting expectations. When required to categorise the rules she had listed, the student demonstrated a capacity to organise her list appropriately.

The student's list shows a broad understanding of safety issues in the environment and related behaviour eg standing under trees in a thunderstorm, don't take other people's medicine; an understanding of those practices that enhance relationships eg share, don't call names; and practices that promote wellbeing eg wash hands, bed by 8.30

Safety

don't run inside.
 don't take other people's medicines.
 don't rock on your chair
 don't talk to strangers.
 It's dangerous to stand under a tree during a thunder storm.
 tell the teacher when your going if you wish to leave the room.

Courtesy

don't call people names.
 share equipment.
 don't speak when someone is speaking.
 always have good manners.
 be nice to other people.

Health

Wash your hands after you go to the toilet
 put your rubbish in the bin.

Organisation

help clean up.
 go to bed by 8.30

Where to from here?

- Compare rules and places where students feel safe and unsafe.
- Identify potential hazards in the school environment.

PART 4

How to help at home with PDHPE K-6

Parent/caregiver participation

Effective parent participation in the key learning area of Personal Development, Health and Physical Education is vital in achieving the aims of this syllabus. Parent values, attitudes and expectations have an enormous influence on the way in which children grow as individuals and members of society. A close partnership between parent, teacher and child will help promote success in this area.

How can I help?

Children need a sound understanding of those things that can influence their health and wellbeing if they are to make informed lifestyle decisions. You can help your child by:

- discussing topical health and social issues together;
- encouraging your child to discuss their feelings about the emotional, social and physical changes they may be experiencing;
- showing your child how you make decisions about everyday things;
- being positive about your child's efforts at all times;
- correcting any false information your child may have received from friends or the media;
- talking to your child's teacher to find out more about the school's Personal Development, Health and Physical Education program;
- showing interest in your child's homework;
- supporting the school's Personal Development, Health and Physical Education program by encouraging participation in all aspects;
- encouraging your child to take small steps towards a larger goal.

Children who feel confident about being involved in physical activity feel better about themselves in other aspects of life. You can help your child develop physical confidence by:

- valuing physical activity as a normal part of family life;
- encouraging your child to practise movement skills;
- supporting and broadening your child's recreational interests, eg encourage them to pursue and participate in leisure activities with friends.

The most important thing you can do is to take the time to discuss issues with your child and demonstrate how you value good health.

How can I support the school program at home?

The following are examples of activities that you may choose to do with your child at home. These ideas support learning in Personal Development, Health and Physical Education at school. The activities are organised under the eight strands in the syllabus.

The appropriateness of particular activities for each child is best judged by the parent/caregiver who has a thorough knowledge of their own child. Parents who are seeking additional guidance on the developmental appropriateness of particular activities may refer to the syllabus stage statements (included in this document on pages 10 and 11).

Suggested activities

Active Lifestyle

- Visit local community recreation and leisure facilities to discover what they have to offer your family.
- Join your child in a walk to the park, a family bicycle ride, an active game outdoors.
- Walk as much as possible.
- Take part in outdoor leisure activities with a family member on weekend outings and during holidays.
- Show your child that an active lifestyle is important to you by participating in some enjoyable activities.
- Encourage your child to learn and participate in various physical activities for fitness, fun and social benefits.

Dance

- Dance with your child whenever possible. Play rhythm games while listening to different types of music on the radio, television or sound system.
- Listen to different types of music. Discuss the various family favourites and why certain music appeals to one person and not another.
- Encourage your child to use skipping, sliding, hopping, galloping movements to music. Support your child's efforts to create dances, accompany them with music and perform them for family and friends.
- Participate in school and local community dances. Encourage your child to try dance activities and support involvement in community-based programs and school productions.
- Provide opportunities for your child to watch and take part in various kinds of dance on stage, television, in the community, with friends.

Games and Sports

- Support and encourage your child to be active on a daily basis by playing a variety of games and sports, eg swimming, walking, riding a bike, skipping.
- Support your male and female children equally.
- Make up games with your child and join in as they experiment with different rules, equipment etc.
- Encourage your child to try a range of individual and/or team games and sports with a group of friends.
- Praise your child's efforts in the games and sports they play. Encourage their regard for other team members, coaches, referees and volunteers. Spend time with your child watching favourite sports. Point out positive role models and their behaviour when watching sports at a high level. Ensure that, as a spectator, you observe the appropriate code of conduct.
- Have your child learn to swim.
- Play games that involve throwing and catching skills. Use a variety of balls and other items, eg balls of different sizes and weights, frisbees, small beanbags. Encourage your child to throw a ball at a target, through a target, into a target, using right/left hand, underarm/overarm.

Growth and Development

- Look over family photographs and talk about the similarities and differences between family members at certain ages. Discuss:
 - what is happening in the photo;
 - appearances of family members;
 - body changes and feelings about changes that occur in children's lives.
- Be positive when answering questions about sexuality. Answer questions simply and truthfully.
- Include children in shopping. Discuss the relevance of particular products such as food, soap and toothpaste for promoting care of the body.
- Share responsibilities around the home. Discuss the jobs allocated to various family members, increased responsibility with age, gender issues. Compare the roles portrayed in family television programs – Are these shows accurate? Does television influence the way we act and think?
- Be honest with children about death and take opportunities such as the death of pets to talk about family and cultural rituals associated with funerals and the process of grieving. Help them to understand the range of feelings associated with the loss of someone or something important and the need for support. This can be a confusing or uncomfortable time for people. Remembering positive things and being friendly to feelings no matter how uncomfortable, helps the adjustment to the 'new world' over time.
- Read stories with your child, discussing any characters who are acting responsibly.

Gymnastics

- Help your child to explore the different ways in which the body can move, eg running, rolling, skipping, hopping, sliding, balancing on one leg, walking or crawling.
- Visit the local leisure areas regularly and encourage your child to explore the range of equipment and ways to use it safely, eg swinging on bars, climbing over/under/through obstacles, walking along benches, sliding down slippery dips, balancing on seesaws, dodging objects and people.
- Provide opportunities for your child to practise balancing skills, eg walk along a broomstick that is placed on the ground.
- Create an obstacle course at home to strengthen muscles, increase confidence and have fun! Use kitchen chairs and tables as tunnels, plastic bottles and a soft ball for target throws, cardboard boxes to step in and out of.
- Make sure your child has regular access to safe play areas with fixed equipment in order to experiment with ways of travelling using different directions, speeds, heights and pathways.

Interpersonal Relationships

- Discuss with your child who to contact if they need help or support. Write a list of appropriate people from the family, school and community, together with their contact details. Put the list in an accessible place, eg near the telephone, inside a school bag.
- Trace some aspect of your family history. Point out special relationships within the family, family names and special occasions.
- Write on a piece of paper the words 'Happiness is ...' Place it on the fridge door or another prominent position where each family member can finish the sentence during the week, eg 'Happiness is riding my bike'; 'Happiness is going to the beach together'. Try the same approach with a range of feeling words, eg *fun, trust, sadness, anger, relief*.

- Talk about close family friends and what makes them different from acquaintances or casual friends. Help your child appreciate the importance of making and maintaining good friendships.
- Plan activities for family groups to do together. Discuss ways to cooperate with each other and resolve disputes. Encourage them when they use helpful strategies.
- Encourage your child to listen to others and to express needs, wants and feelings in appropriate ways.

Personal Health Choices

- Discuss with your child the reasons for rules about smoking, passive smoking and the sale of alcohol only to adults.
- Help your child to learn and practise some basic first aid, eg cleaning cuts, applying a bandage, and removing splinters.
- Read product labels to your child to raise awareness of ingredients, nutritional value, expiry dates, environmental factors in regard to packaging.
- Keep a container of sun protection cream near the door so that each family member develops the habit of applying it before they leave the home. Ensure that children wear hats when outdoors.
- Include your child in some of the home decision making processes.
- Spring-clean the family medicine cabinet. Identify the contents and their use. Follow correct disposal procedure for out-of-date medications. Talk about the difference between over-the-counter drugs and prescription drugs, appropriate and inappropriate use of medication, following dosage requirements and why medication is kept out of the reach of young children. Point out any warning symbols on labels and the reasons for them.
- Talk to your child about how to refuse offers of cigarettes or other substances that could harm the body.

Safe Living

- Be a role model for safe behaviour by reinforcing correct procedures in everyday life, eg always wear a seatbelt even on short trips, swim between the flags at the beach, wear an approved helmet when using bicycles, rollerblades etc.
- Supervise your child when there is a potentially risky situation, eg in the swimming pool, lighting the fire/barbecue, mowing the lawn.
- Plan a safe route to school, noting pedestrian crossings, busy intersections, Stop and Give Way signs, traffic lights and Safety Houses. Walk this route with your child.
- Talk about the dangers in different water environments, eg swimming pools, rivers, waterholes, dams, surf. Identify the safety measures for each of these environments, eg pool fencing, lifesavers, checking for water depth and submerged logs, basic survival and rescue techniques.
- Ask your child to name the school rules for playground safety. Discuss similarities and differences between your rules for safe play at home and the school rules, and reasons for each.
- Encourage your child to talk openly to you or their other network people about any concerns that they may have about personal safety.
- Reinforce the difference between appropriate and inappropriate touching and the right to say no to inappropriate touching.
- Always observe road safety principles when driving children to school with regard to parking in a safe place and ensuring safe crossing procedure.

PART 5

A facilitator's guide for introducing the syllabus to parents

Informing parents, caregivers and the wider community about the nature and content of the *Personal Development, Health and Physical Education K-6 Syllabus* is important for achieving support for and involvement in school programs.

The following section contains information and material for conducting an introductory meeting for staff and parents. This includes:

- organisational details;
- sample letters to send home to parents;
- sample meeting agenda;
- presenter's notes;
- ideas for overhead transparencies;
- dealing with sensitive issues;
- safety advice regarding Personal Development, Health and Physical Education.

Teachers need to be aware that certain aspects of this syllabus may cause concerns for parents and community members. These concerns may relate to specific content areas such as sexuality, child protection, drug use and family structures.

It is important that opportunities be provided throughout the meeting for participants to be actively involved in raising questions and discussing concerns among themselves. It is also important that further opportunities are provided so that these concerns can be fully addressed.

Organisation before the meeting

- Select a meeting coordinator or committee to organise the meeting. Any committee should include representatives from the school staff, parent and community organisations.
- Send an invitation letter to parents and community members — see sample on page 21. The translation of letters should be considered if there is an identified community need.
- Arrange support for the meeting. The principal, school counsellor and relevant teachers may be asked to play a role at the meeting. Where there is a significant non-English-speaking background parent group, consideration could be given to the provision of interpreters.
- Decide on meeting format and procedures — see suggested agenda on page 22. Ensure that arrangements are made to cater for:
 - the needs of those parents with non-English-speaking backgrounds;
 - childcare;
 - refreshments;
 - any materials to be distributed at the meeting;
 - the display of resources.

Sample information letter to parents

Dear Parent/Caregiver,

The NSW Board of Studies has released a new Personal Development, Health and Physical Education K-6 Syllabus for use in all primary schools in NSW.

The syllabus covers a wide range of issues and topics. They include the family, relationships, self-esteem, human sexuality, drug use, nutrition, active lifestyle, skill development related to physical activity, HIV/AIDS, child protection and safe living.

*I feel that it is important that parents be given an opportunity to find out more information and ask any questions they may have about the syllabus and how our school will implement it. As such, you are invited to attend an information evening to be held on at
The meeting will commence at*

After the meeting refreshments will be available. We look forward to seeing you and sharing information. If you feel that you will need interpreter assistance at the meeting, please indicate the language required on the return slip.

Yours faithfully,

Principal

.....

Please return this section to your child’s teacher.

I will be attending the Personal Development, Health and Physical Education meeting:

YES NO

If you will require interpreter assistance, please indicate language required:

Name _____ Child’s Class _____

Signature _____

Sample meeting agenda

1. Welcome
2. What is Personal Development, Health and Physical Education?
3. Show Documents — *Personal Development, Health and Physical Education K-6 Syllabus, Modules* and parent support document
4. What will your child learn in Personal Development, Health and Physical Education K-6?
5. Dealing with sensitive issues in this syllabus
6. Discussion/questions
7. Safety advice
8. How can parents help?

Refreshments

Display of resources

- Classroom resources
- Library resources
- Community organisations
- Resources from various health organisations.

Presenter's notes

Welcome

- Introduce yourself and other key people for the evening.
- State that the purpose of the presentation is to introduce the new PDHPE K-6 Syllabus.
- Outline the sequence of the meeting, including the expected outcomes for the evening.

What is Personal Development, Health and Physical Education K-6?

Show OHT 1. Distribute the Parent Brochure to address the following questions.

- What is Personal Development, Health and Physical Education?
- What is its aim? (use OHT 2)
- Why is it important?
- What does it include?

Syllabus documents

Show participants a copy of the:

- Syllabus
- Modules
- parent support document.

Explain that the syllabus and support documents are mainly used by schools and teachers and that the Parent Document has been produced for those parents who wish to read about this key learning area.

What will your child learn in Personal Development, Health and Physical Education K-6?

Refer to the Parent Brochure outline of the eight content strands. Show OHTs 3 and 4, which list the content strands and some of the topics covered within each content strand.

For a more detailed presentation, conduct some mini learning experiences by dividing participants into small groups and involving them in some learning activities that may be used in the classroom.

Dealing with sensitive issues

Explain that a number of sensitive issues are raised in PDHPE and name them, eg human sexuality, child protection, drug use, family structures.

Present the following information for discussion. Thoughtful treatment of sensitive issues will involve:

- their management in the context of a comprehensive PDHPE program;
- complying with related school policies;
- involving parents and community members;
- using appropriate teaching strategies.

The PDHPE program

Sensitive issues should be taught in the context of an educational program that allows students to examine their values and develop decision-making skills. Sensitive issues are best integrated across a number of content strands rather than presented as discrete topics. It is important that parents are involved in the development and evaluation of these programs.

School policies

Teachers must be aware of relevant school and system policies that deal with sensitive issues and student welfare. They have a responsibility to students and the community to follow policy appropriately, eg disclosures about abuse or neglect must be reported to the school principal or notified.

Parent/caregiver and community participation

Suggested strategies for promoting parent and community participation:

- create a committee of interested teachers, parents/caregivers and community members;
- consider the handling of sensitive issues in the PDHPE and wider school program;
- use written and social communication between the school, parents/caregivers and the school community network. Interaction in parents' first language is an important consideration;
- publicise school events;
- invite parents/caregivers to experience classroom activities at parent information evenings;
- involve parents/caregivers in classroom strategies;
- provide written communication alerting parents/caregivers to units of work containing sensitive issues;
- encourage parents to ask questions or raise any concerns with the classroom teacher or the principal.

Teaching strategies for sensitive issues

Examples of strategies to encourage purposeful, respectful discussion and avoid unpleasant experiences for students:

- a safe and supportive classroom environment;
- accurate and factual information; correction of misinformation;
- issues presented impartially, with respect and awareness of community cultural values and attitudes;
- opportunities for students to express and discuss their fears or anxieties;
- use of guest speakers to share expertise.

Discussion/questions

At this point, any questions or concerns about the syllabus can be treated. An open forum involving representatives from the school staff, parent and community groups is the most suitable method.

Safety advice for movement activities

Explain that there are a number of issues related to the Movement strands that require specific safety considerations. These include avoiding certain exercises that are potentially dangerous. Some examples of these are:

- extreme movements that cause extension or flexion of a joint beyond its normal range, eg toe touches, back arches, deep knee bends;
- movements that involve excessive, rapid or repetitive twisting around a fixed base, eg wall slaps, trunk rotations;
- sustained or held movements, eg held sit-up;
- repetitive movements, eg arm circling through a small range of movement.

Other movements to avoid include:

- running backwards, because of the potential for tripping over obstacles;
- weight bearing on the head, as children's neck strength is not sufficiently developed;
- activities that involve excessive flexion, eg frog-jump repetitions;
- hanging by the knees from apparatus;
- dive rolls.

How can parents and caregivers help?

Refer to the Parent Brochure. Show OHT 5. Introduce a discussion based on each point. Reinforce the idea that parents' values, attitudes and expectations have an enormous influence on the way in which children grow as individuals and as members of society. Because of this, parent participation in Personal Development, Health and Physical Education is especially important. A close partnership between parent, teacher and child will help the school to develop an effective program and will help students to learn relevant knowledge, skills and attitudes.

Conclusion

For any concerns that need further clarification, parents may be referred to their child's class teacher or appropriate school support staff.

For more general information, direct parents to the Board of Studies Internet site:

<http://www.boardofstudies.nsw.edu.au>

which contains all the PDHPE documents and general information about resources.

OVERHEAD TRANSPARENCY 1

What is Personal Development, Health and Physical Education?

- PDHPE is one of the six key learning areas in the primary school
- It is concerned with the development of the whole person and with improvement of quality of life for all students
- It encourages students to develop a commitment to life planning
- It promotes participation in regular and varied physical activity
- It addresses a wide range of personal and community health issues
- It focuses on priorities for the community such as drug education and child protection
- It requires sensitive treatment of controversial issues
- It builds upon the learning that children acquire before entering school
- It will help students to make positive decisions about their lifestyles, taking into account the values of the family, school and culture to which they belong

OVERHEAD TRANSPARENCY 2

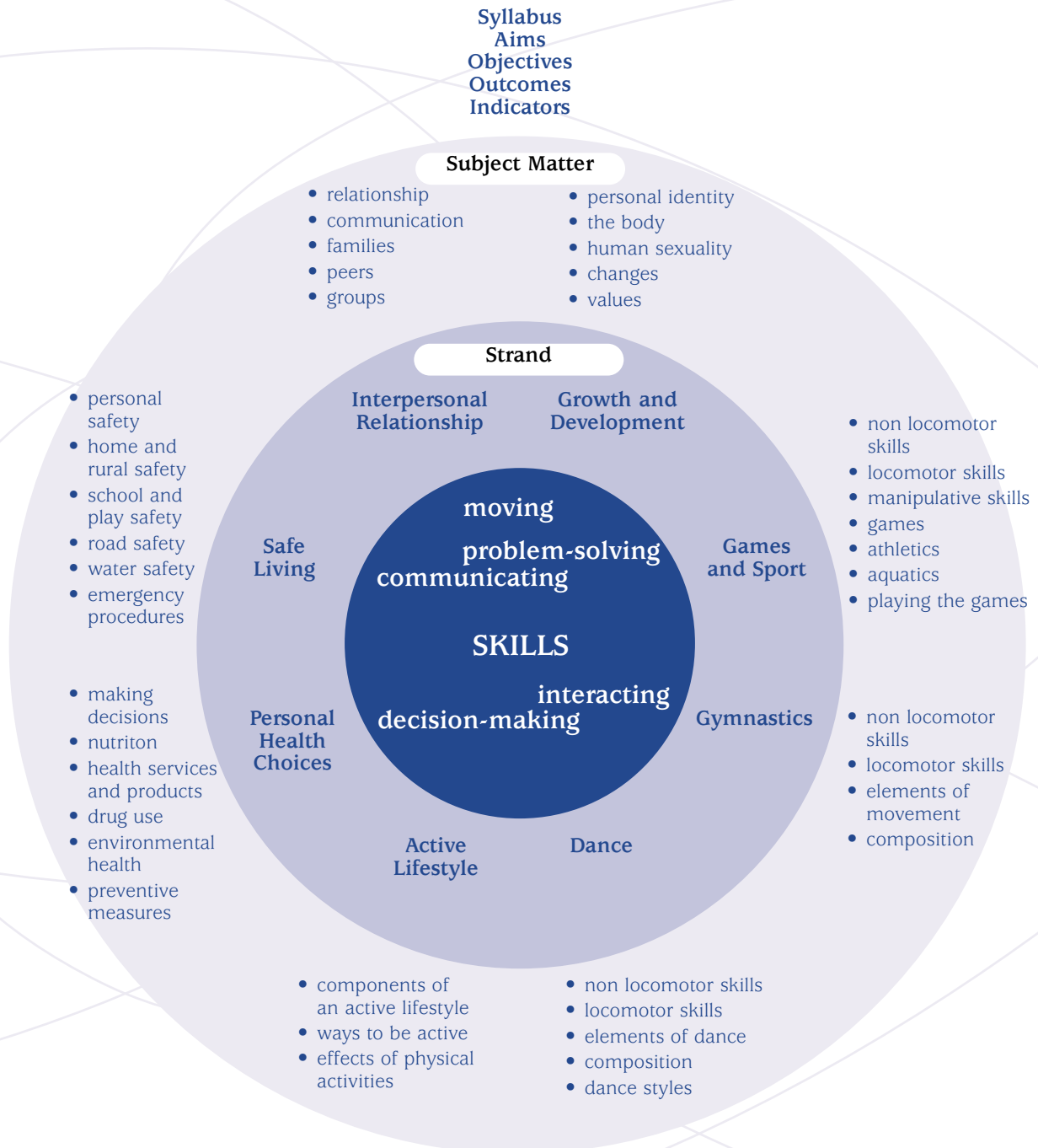
What is the aim of Personal Development Health and Physical Education K–6?

To develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy, active and fulfilling lives.

In so doing, the syllabus will form the basis for students to adopt a responsible and productive role in society.

OVERHEAD TRANSPARENCY 3

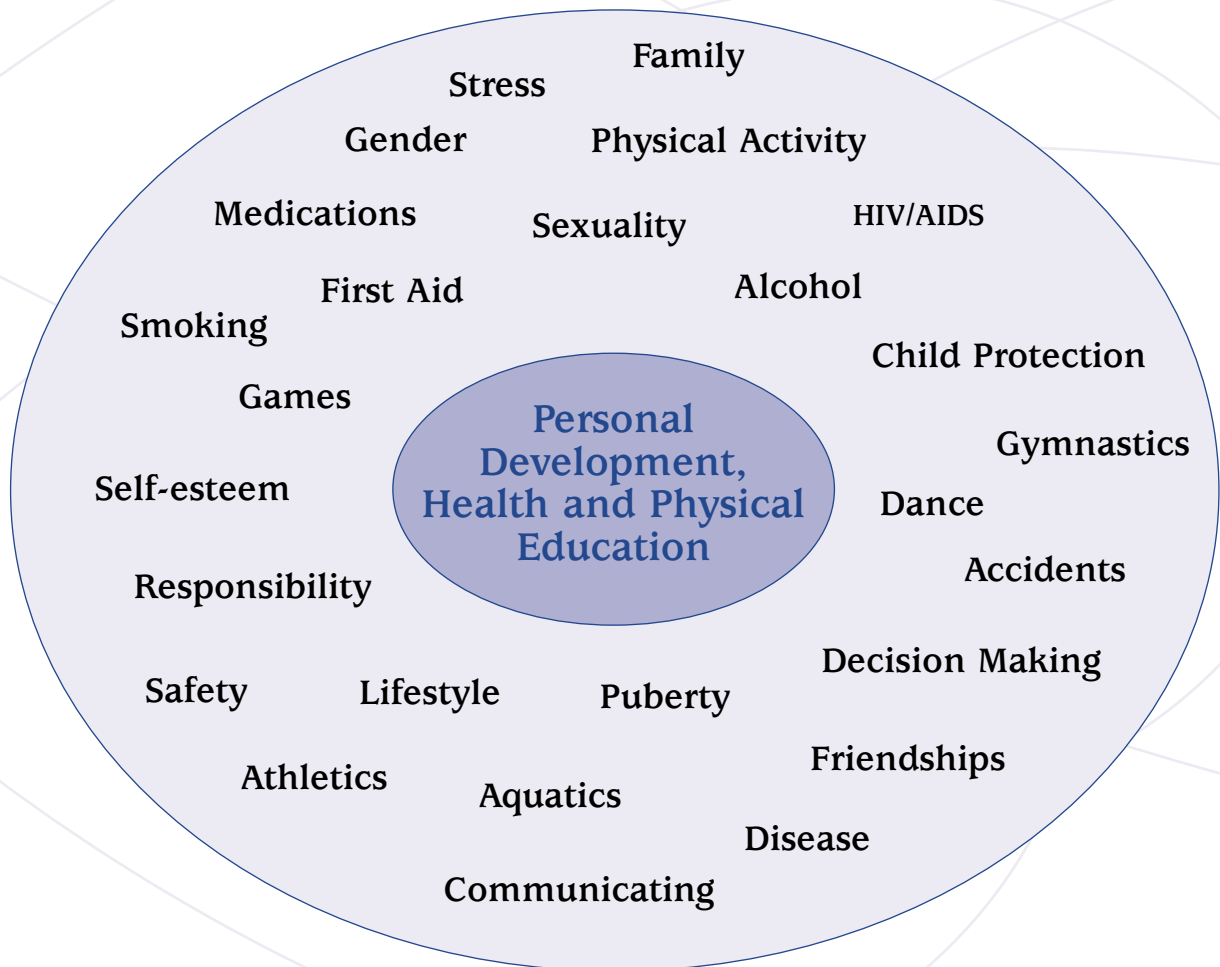
Content: Subject Matter and Skills



Specific content and learning experiences are selected to achieve the syllabus objectives and outcomes

OVERHEAD TRANSPARENCY 4**Nature of Personal Development,
Health and Physical Education K-6**

Personal Development, Health and Physical Education is concerned with the development of the whole person.



OVERHEAD TRANSPARENCY 5

How Can You Help?

- Show an interest in your child's school work
- Be aware of any concerns or problems and talk about them
- Be prepared to discuss issues such as smoking and alcohol use with your child
- Support your child's activity interests
- Encourage physical activity with the family
- Be positive about your child's efforts
- Support the whole school program

The most important thing you can do is to take the time to discuss issues with your child and show how you value good health.