

BOARD OF STUDIES
NEW SOUTH WALES

Personal Development,
Health and
Physical Education K-6

**Principal's
Package**

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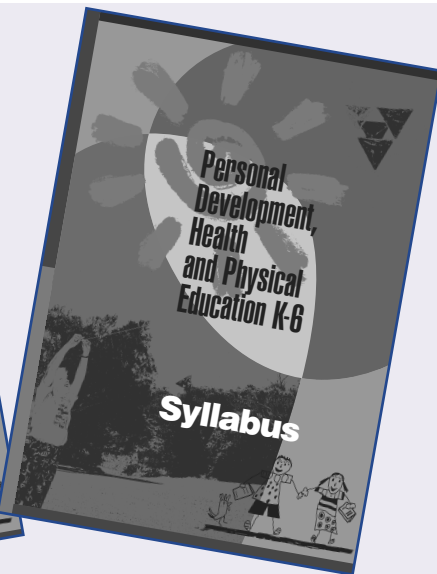
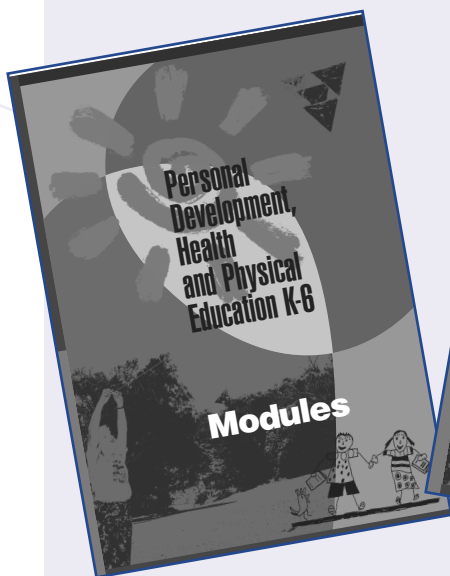
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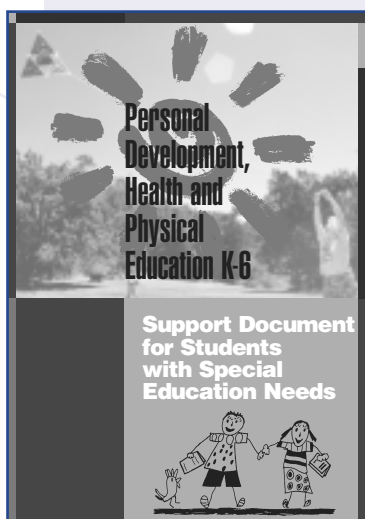
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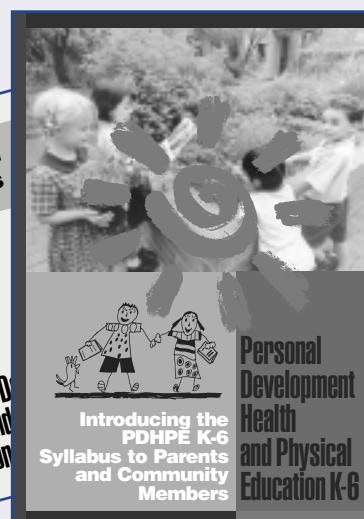
Released for parents
and community
members
in August 1999



Released for
schools in
August 1999



All documents are
available on the
Board of Studies'
website



Additional support materials now in schools

Physical Activity for Health and Fitness Support Document

Teaching Kits:

Safe Living:

Watch your Step; Safety First; On the Scene

Growth and Development:

I Am Special; My Growing Self; Getting It Together

Interpersonal Relationships:

Getting Along With Others; Building My Network; Playing a Part

Introduction

This package has been produced for principals in order to provide them with an overview of the 1999 *Personal Development, Health and Physical Education K-6 Syllabus* and support documents. Its focus is on matters considered to be of key interest to principals and their school communities.

The package provides a summary of information about the 1999 *Personal Development, Health and Physical Education K-6 Syllabus* and support documents.

The *Personal Development, Health and Physical Education K-6 Principal's Package* has been distributed to principals in primary schools, infants schools, central schools and K-12 schools in New South Wales. The information sheets in the package have also been published on the Board's website:

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

Overview

The Syllabus

The *Personal Development, Health and Physical Education K-6 Syllabus* is based on a broad notion of health. It encompasses all aspects of an individual's wellbeing, inclusive of social, mental, physical and spiritual health.

The syllabus is concerned with developing in students the knowledge and understanding, skills and values and attitudes that will enable them to adopt and lead healthy and fulfilling lives. It also provides schools with a curriculum framework for managing the major health priorities of student physical activity and fitness, child protection education and drug education.

The values and attitudes, skills and knowledge and understanding outcomes are derived from the content in the syllabus. The specific areas in which the skills and knowledge and understanding outcomes are organised are:

Skills

- Communicating
- Decision Making
- Interacting
- Moving
- Problem Solving

Knowledge and Understanding

- Active Lifestyle
- Dance
- Games and Sports
- Growth and Development
- Gymnastics
- Interpersonal Relationships
- Personal Health Choices
- Safe Living.

The syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. While the selection of specific content and learning approaches is to occur at the school level, learning experiences must be drawn from all eight strands in each stage.

School systems have policies that require the incorporation of particular content and learning experiences in some areas, such as child protection education and drug education.

Overview

The Support Documents

Modules

The *PDHPE K-6 Modules* support document has been developed to assist teachers in the use of the syllabus.

The modules are organised from Early Stage 1 to Stage 3. There are 32 modules, one for each strand in each stage. The modules contain the content, the related outcomes and suggested learning experiences. They can be used as starting points for the development of units of work.

In addition to the modules, the support document includes information that will assist schools in developing whole-school plans and approaches to Personal Development, Health and Physical Education. A section entitled 'Meeting the Needs of All PDHPE Learners' provides background information on differing student needs and implications for teaching.

Parents' Package

A package has been developed to inform parents about the *Personal Development, Health and Physical Education K-6 Syllabus*. It contains two documents:

- a flyer that provides general information about the syllabus and some suggestions of ways that parents may support their child's learning at home;
- a booklet that provides more detailed information about the syllabus. It includes activities and presentation materials that may be used at parent and community meetings about the syllabus.

Key Questions and Answers

1. *What are the key features of the syllabus and support document?*

- The syllabus is written in clear and concise language.
- The syllabus content provides a comprehensive overview of Personal Development, Health and Physical Education subject matter, skills and values and attitudes.
- Modules of work have been developed to assist teachers in planning and programming PDHPE K-6 learning experiences. The modules can be adopted or modified as required to suit the needs of particular schools, class groupings or students.

2. *How does this syllabus differ from the 1992 consultation draft document?*

- The syllabus is based on the 1992 Consultation Draft that schools have been using for a number of years.
- Elements of the *Physical Activity for Health and Fitness Support Document* (1997) have been incorporated into the *Personal Development, Health and Physical Education K-6 Syllabus*.
- Stage statements and a new set of outcomes and indicators have been developed for the syllabus for Early Stage 1 to Stage 3. These are consistent with the model used for other K-6 syllabus documents.
- The 'Fitness and Lifestyle' strand has been renamed 'Active Lifestyle' to emphasise the importance of regular activity.
- The 'Main Ideas' part of each strand has been removed and its intent incorporated into outcomes and indicators.
- 'Esteem-building' has been removed as a discrete skill — its intent being incorporated into all of the PDHPE K-6 skills.
- Early Stage 1 content has been included.
- The modules have been updated with new learning experiences.

3. *How much time is needed to teach PDHPE K-6?*

The Board of Studies does not prescribe time allocations to primary syllabuses. Schools, however, should consider the following when planning time for PDHPE programs:

- Components of the program concerned with assisting students to act in an informed and responsible way in complex social situations require systematic and explicit teaching in a carefully sequenced program. Drug education and child protection components, for example, will only be effective if adequate time is provided in each stage to develop and practise the skills necessary for students to be able to act in their own best interests in situations where they may be at risk or harm.
- The primary years are an important time for the development of fundamental movement skills. A failure to gain these skills in primary years creates a barrier to ongoing physical activity in adolescence and adulthood. If not developed at this time, they are seldom learnt in later life.
- To support health, children must be active for a minimum of 30 minutes per day. In order to reinforce the importance of this as a lifestyle issue, schools need to make a significant contribution towards this goal.

4. *How does this syllabus relate to other KLA syllabuses?*

- Some aspects of PDHPE content link with the subject matter and skills developed in other key learning areas, eg:
 - Human Society and Its Environment K–6 deals with interpersonal relationships, families, groups, tolerance and prejudice;
 - Dance is a mandatory part of the PDHPE syllabus. Dance experiences are required in each stage to achieve the syllabus outcomes. Creative Arts K–6 includes Dance as one of the four artforms. Teachers wishing to further explore aspects of dance will find the *Creative Arts K–6 Draft Syllabus* a useful resource. It is possible for teachers to address the relevant outcomes of both PDHPE and Creative Arts syllabuses in a single balanced program;
 - Students learn about communication and learn how to communicate in English K–6.
- The syllabus follows the same format as the *English K–6 Syllabus* and the *Human Society and Its Environment K–6 Syllabus*.
- The modules deal with broad aspects of subject matter that can be linked with units and modules in the other key learning areas. Some aspects could be presented in integrated units of work while others would be best treated in the context of discrete PDHPE units of work.

5. *What is the status of existing system-developed curriculum policies and programs in areas that relate to PDHPE?*

- PDHPE-related curriculum policies and programs that have been developed by school systems for their schools still apply.
- The content in the syllabus complements a number of policies and programs that currently exist in schools, eg child protection education, drug education, peer support programs.
- Some school-developed PDHPE policies may need to be reviewed in light of the content of the syllabus.

6. *Do teachers have to be specialists in any area of PDHPE to teach from this syllabus?*

- 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.
- The modules provide primary teachers with student learning experiences and guidance in relation to the appropriate subject matter and skills for each stage.
- While decisions about staffing remain 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 students in their class;
 - are able to establish an ongoing 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 students' questions as they arise;
 - provide a powerful role-model for students, which enhances the effectiveness of teaching and learning in this key learning area.

Fact Sheet No 1

Personal Development, Health and Physical Education

The following key points about Personal Development, Health and Physical Education should be emphasised:

Learning in PDHPE is important as it:

- encourages an understanding and valuing of self and others;
- promotes physical activity;
- emphasises decision making leading to effective and responsible action.

Students learn about:

- physical, social and emotional growth and development patterns;
- the development of positive interpersonal relationships;
- the factors influencing personal health choices;
- living and learning in a safe, secure environment;
- the adoption of an active lifestyle;
- fundamental movement patterns and coordinated actions of the body;
- skills that enable action for better health and movement outcomes.

They also learn to:

- express needs, wants, feelings, ideas and opinions;
- make informed decisions and health choices;
- select and adopt safe practices;
- relate positively to others and the environment;
- develop and maintain friendships and work cooperatively as a group member;
- participate in a range of games and sports and master fundamental movement skills;
- gather relevant information;
- resolve problems using a range of problem-solving strategies.

The *Personal Development, Health and Physical Education K-6 Syllabus* makes a unique contribution to the total primary curriculum in that it is directly concerned with the development of the whole person. It incorporates all aspects of an individual's wellbeing inclusive of social, mental, physical and spiritual development.

Fact Sheet No 2

Outcomes and Indicators

The following key points about the outcomes and indicators in the *Personal Development, Health and Physical Education K-6 Syllabus* should be emphasised:

- The knowledge and understanding and skills outcomes in the syllabus provide standards of achievement for each stage. They describe what most students will know and be able to do at the end of each stage as a result of effective teaching and learning in PDHPE.
- The values and attitudes outcomes in this syllabus are not staged. The same outcomes apply across all stages.
- The outcomes provide a scope and sequence of student learning in PDHPE. They provide a useful focus for planning units of work and reporting student achievement to parents.
- Indicators are an important assessment tool. They have been developed to assist teachers in monitoring student progress within a stage. The demonstration of an indicator by a student is one piece of evidence of a student moving towards the achievement of a syllabus outcome.
- The indicators in the syllabus are examples only. Teachers are encouraged to develop their own indicators to reflect the ways that students in their class may demonstrate achievement of the outcomes.
- Indicators can provide clarity in the reporting process as they provide specific information about what students know and can do.

Fact Sheet No 3

Content

The following key points about the content of Personal Development, Health and Physical Education K–6 should be emphasised:

- The subject matter in the syllabus is organised into the following eight strands:
 - Active Lifestyle
 - Dance
 - Games and Sports
 - Growth and Development
 - Gymnastics
 - Interpersonal Relationships
 - Personal Health Choices
 - Safe Living.
- Each of these strands should be treated within each stage. Experiences in each of the strands provides a basis for participation in a broad range of lifetime activities.
- There are five skills that are essential to learning and teaching in PDHPE. These skills, which apply across all strands, are:
 - Communicating
 - Decision Making
 - Interacting
 - Moving
 - Problem Solving.
- Values and attitudes form an important part of the syllabus. They emphasise the need to develop students' appreciation of and commitment to healthy and socially just ways of living.
- Schools are best placed to determine how and when to deal with sensitive issues within each stage. The content section in the syllabus, which outlines the subject matter from Early Stage 1 to Stage 3, provides guidelines for schools to make such decisions.
- The *PDHPE K–6 Syllabus* provides the context for teaching child protection education and drug education.

Fact Sheet No 4

Human Sexuality Education

The following key points about human sexuality in the *Personal Development, Health and Physical Education K-6 Syllabus* should be emphasised:

- Subject matter dealing with human sexuality (eg reproduction, puberty, menstruation and sexual identity) is located in the 'Growth and Development' strand. Aspects of human sexuality are also included in the content of other strands, eg the 'Interpersonal Relationships' strand raises awareness of different family structures.
- It is important that students are given accurate and developmentally appropriate information, as specified in the content section of the syllabus.
- It is also important that students are given opportunities to develop the skills and values and attitudes for making decisions.
- Human Sexuality in PDHPE K-6 focuses on developmentally appropriate issues of understanding self-identity and establishing positive relationships.
- Parents should be informed about the content and related learning experiences to be treated in human sexuality education. Alternative arrangements may need to be made for students whose parents have asked for their children to be withdrawn from particular lessons.
- Schools may consider different ways of approaching aspects of Human Sexuality Education to ensure a supportive, non-threatening learning environment, eg the use of single-sex student grouping. The values and expectations of parents will be important considerations when developing school plans.

Fact Sheet No 5

Fitness or Physical Activity?

The following key points should be emphasised:

- A feature of this syllabus is that it highlights the importance of physical activity for health and fitness.
- Participation in regular physical activity is more important and more achievable for students than physical fitness.
- Health experts agree that all people should accumulate 30 minutes of moderate physical activity each day for health benefits. In addition to this, children should engage in more vigorous activity for up to 20 minutes at least three days a week.
- The focus for schools is to provide students with the opportunity to be physically active each day. Children also need additional time each week for involvement in more vigorous activity and for the development of fundamental movement skills.
- Children engage in physical activity because it is fun, enjoyable, meaningful and makes them feel good. PDHPE programs should focus more on 'fun' than 'fitness' to enable students to develop positive attitudes and lifelong patterns of physical activity. Generally speaking, fitness testing is not recommended for students in primary schools.
- Students in the later years of primary school should know how to monitor their activity and how to plan and maintain an active lifestyle.
- Students should be encouraged to be safe and active during break times at school. This may require changes to organisational structures, the physical environment (eg shade provision) and school resources so that students can choose to be active during break times.

Fact Sheet No 6

Drug Education

The following key points about drug education in the *Personal Development, Health and Physical Education K-6 Syllabus* should be emphasised:

- Drug education is primarily included in the 'Personal Health Choices' strand. Aspects of drug education, particularly some important skills, are taught within the 'Safe Living', 'Interpersonal Relationships' and 'Growth and Development' strands.
- The main focus of drug education should be on medications, tobacco and alcohol as these are the drugs identified by research as causing the most harm. Current research indicates that drug education should be taught before the use of a particular drug occurs among the general population.
- Use of illicit drugs, such as cannabis, should only be addressed in a particular context where it is significantly prevalent or causing harm. This decision should be made at a local level and should address the needs of the particular students.
- Information about drugs needs to be accurate and developmentally appropriate. However, information alone is not sufficient to lead to behaviour change. It is essential that adequate time is provided to develop skills, values and attitudes to ensure that students make responsible decisions about drug use.
- Drug education needs to be taught in every stage so that students have an appropriate progression of drug education lessons from Kindergarten to Year 6.
- Given the sensitivity of drug issues, the whole school community, particularly parents, should be involved in the planning and implementation stages of the school drug education program.
- If external organisations or guest speakers are used, principals should ensure that the messages they give to students are consistent with, and contribute to, the learning outcomes of the school program.
- Policies and practices about drug use should be consistent throughout the school and in line with the requirements of the particular sector.

Fact Sheet No 7

Child Protection Education

The following key points about child protection education in the *Personal Development, Health and Physical Education K-6 Syllabus* should be emphasised:

- Child protection education is important for girls and boys in each stage in the syllabus. This is a systemic requirement in government schools.
- Child protection education is a sensitive, challenging area for school communities and decisions about the content of programs should be made in consultation with parents and community members to ensure that they reflect local needs.
- Children can be taught to protect themselves from abuse through networking with trusted adults and being aware of people and services that can help them in their community. In this context, it is useful to provide learning experiences about a range of abusive situations including bullying and harassment.
- It is important that students are taught to recognise and respond to unsafe situations; seek assistance effectively; and establish and maintain positive relationships that value equality, respect and responsibility.
- Networks of trusted adults, established as part of protective strategies in child protection education, can be used by students seeking help and support about a range of personal issues.
- Comprehensive child protection education incorporates a broad range of subject matter in Personal Development, Health and Physical Education K-6, such as:
 - personal identity
 - families and friends
 - assertive communication
 - safety practices
 - growth and development
 - qualities in relationships
 - making decisions.

Fact Sheet No 8

Gymnastics

The following key points about gymnastics in the *Personal Development, Health and Physical Education K-6 Syllabus* should be emphasised:

- The 'Gymnastics' strand is not concerned with Olympic or competitive gymnastics.
- The learning experiences provided in the PDHPE *Modules* support document encourage the exploration of movement possibilities. They do not require specialist equipment.
- Skills that are developed in Personal Development, Health and Physical Education K-6 are preliminary to participation in gymnastics.
- The subject matter and learning experiences in the 'Gymnastics' strand provide students with appropriate challenge and opportunities to demonstrate control and explore the ways in which the body can move.