

TOWARDS WHOLENESS 7-10



A Catholic Perspective on the NSW Personal Development,
Health and Physical Education 7-10 Syllabus

NEALS 

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Personal Development, Health and Physical Education 7-10 Syllabus

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FOREWORD

In 2003 the CEC, NSW published *Towards Wholeness, A Catholic Perspective on Personal Development, Health and Physical Education K-6*.

It is with much pleasure that CEC now makes available its updated companion *Towards Wholeness 7-10*. *Towards Wholeness 7-10* was first published by CEC in 1993.

The Catholic community is very appreciative of the willingness of the NSW Board of Studies to allow it to present the 7-10 syllabus in a form which reflects immediately the Catholic perspective on Personal Development, Health and Physical Education. We are confident that embedding the 7-10 syllabus requirement within the Catholic perspective will address the needs of students since we believe that the knowledge of the person which flows from Christian revelation clarifies and reinforces authentic human reflection.

I take this opportunity to thank on behalf of the Catholic Education Commission, NSW, all who have contributed so generously to the production of Towards Wholeness. Parents, teachers and students will long remain indebted to them.

November 2006

Most Rev David L Walker DD
Bishop of Broken Bay
Chairman
Catholic Education Commission, NSW



CONTENTS

FOREWORD	2
CONTENTS	3
PREFACE	4
HOW TO USE TOWARDS WHOLESNESS 7-10	5
IDENTIFYING A CATHOLIC PERSPECTIVE	6
1. Introduction to the Syllabus	17
2. Rationale	19
4 Aim	22
5 Objectives	22
6 Outcomes	23
7 Content	25
7.2 Content for Stage 4	31
7.3 Content for Stage 5	62
8 Life Skills Outcomes and Content	87
8.1 Outcomes	87
8.2 Content	89
9 Continuum of Learning in Personal Development, Health and Physical Education K-10	107
10 Assessment	113
GLOSSARY	119
APPENDIX ONE - Strategies to Support the Implementation of 'Towards Wholeness'	134
APPENDIX TWO - Statements On Human Rights	137

PREFACE

This revised *Towards Wholeness 7-10* provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, *Personal Development, Health and Physical Education 7-10 (PDHPE)*. This revised *Towards Wholeness 7-10* builds on the pioneering work of the 1993 edition.

It complements both NSW Catholic Education Commission and diocesan documents in the area of personal development and values formation.

The NSW Catholic Education Commission supports the PDHPE syllabus. It advises that, in Catholic schools, this course of study be integrated into the school's overall religious and educational culture and that it be based firmly and unambiguously on Christian values.

It is understood that teachers will develop and implement their programs in this learning area with due regard to particular diocesan programs and policies as well as the needs of students.

The Commission is grateful to the NSW Board of Studies for granting permission for the reproduction of the syllabus within.

The Commission wishes to acknowledge the valuable work of all those who contributed to the re-writing of *Towards Wholeness 7-10*.

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HOW TO USE TOWARDS WHOLESSESS 7-10

Towards Wholeness 7-10 provides teachers in Catholic schools with a Catholic perspective on the NSW Board of Studies Syllabus, *Personal Development, Health and Physical Education (PDHPE) Years 7-10 (2003)*. It builds on the NSW Catholic Education Commission's 1993 document of the same name.

It is also a companion document to *Towards Wholeness K-6* and a resource for use in developing school policies, curriculum plans and individual lessons.

Towards Wholeness 7-10 supports the syllabus commitment to integration of the elements of this Key Learning Area. In addition, it seeks to integrate Christian values across the curriculum.

For the convenience of teachers, the Board of Studies syllabus has been reproduced, in plain text, in its entirety.

The Catholic perspective, presented in an alternative font, is included in the early section of each strand and in footnotes. The elaboration of each outcome is prefixed by a statement of Catholic beliefs and values, and is followed by specific references to Scripture, Church teaching and other relevant sources.

A system of key symbols has been used throughout the document. This is intended to facilitate easy identification of issues and content that appropriately attract reference to the Catholic perspective.

It has been assumed that teachers will want to access certain pages of *Towards Wholeness* separately and independently. Consequently, some pages are written to stand alone. This might lead to some repetition of content, but this approach is thought to meet the needs of users.

Guide to References and Quotations

1. Years 7-10 PDHPE references (e.g. 4.1, 5.3) refer to Stage Outcomes in the PDHPE Syllabus.
2. Scripture quotations (e.g. Prov 11:14) refer to a book from the Catholic Bible, its chapter reference, and its verse reference.
3. References to the *Catechism of the Catholic Church* (e.g. Freedom and responsibility (1731-1748) refer to the paragraph numbers in the Catechism itself.
4. Footnote references and asterisks (e.g. a sense of self ⁽¹⁾ ⁽²⁾ *) refer respectively to footnote references at the end of that section, and to specific Catholic perspectives at the end of that section.
5. The hash symbol (e.g. Students learn to: #) refers to Catholic commentary on the Board of Studies Syllabus text.
6. All other references (e.g. The Truth and Meaning of Human Sexuality, n. 104) refer to either page or paragraph numbers in the document cited.

Electronic Navigation

To navigate this document, click on the headings on the contents page on page 3.

To return to the contents page click on the home icon  located at the bottom of each page

IDENTIFYING A CATHOLIC PERSPECTIVE

The following stand-alone pages are provided as resources for:

- personal reflection
- staff discussion
- professional development activities
- PDHPE curriculum planning and documentation
- school policy documentation

1. A Catholic Understanding of the Human Person

"Each type of education ... is influenced by a particular concept of what it means to be a human person." (*Lay Catholics in Schools: Witnesses to Faith n. 18*)

The curriculum of the Catholic school reflects the Catholic vision of the world and of humanity. While Catholic anthropology is informed by Divine Revelation, its various elements and implications are supported by the findings of the social sciences on human happiness and life adjustment.

The Catholic understanding of the human person is of obvious relevance in the key learning area of PDHPE which deals with such vital life issues as growth to personal maturity, human relationships, physical health and fitness and the creation of new life.

God as centre

For us, God is the source and giver of a life that has both meaning and purpose.

Each of us is created in the image and likeness of God. We are able to know and love the Creator and share in the Creator's life. This is the foundation of the inviolable dignity of every person.

Called to grow and mature

We are called to grow to maturity and wholeness, developing our cognitive, social, emotional, physical and spiritual capacities. Our response is guided through the processes of formal and informal education.

Responsibility to choose and to act

Jesus taught that life is lived to the full where there is love, selflessness and fidelity to God's intention and plan for the human race.

As we mature, we become ever more capable of supporting the growth of others, of making rational and generous choices, and of building up society.

We have inalienable rights and we have freedom to choose and to act. But our rights and our freedoms bring with them significant responsibilities.

Made for community

We are essentially social creatures and we come to full personhood through relationships and in the context of family, church and community. We have particular responsibilities to enhance the wider community by promoting justice and charity.

Values

The acquiring and nurturing of values is at the heart of human development. Christian values are derived from the gospel and include those that centre on human dignity and community, especially the qualities of love, respect, responsibility, reverence, justice, reconciliation, transformation and hope.



2. Personal Development, Health and Physical Education within the context of the Catholic School

The Catholic community, and therefore the schools which it embraces, holds a foundational belief in God, the Giver of Life, as the source of all existence. It is God, the Creator, who breathes shape and form into human life and gives it meaning and an ultimate purpose beyond our deepest hopes and imaginings. Set at the pinnacle of God's creation, the human being is graced with a dignity and majesty that are profound and mysterious.

Formed in the image and likeness of their Creator, all human beings have within them the potential for life in all its beauty and fullness. All authentically human aspirations and values therefore have their origin in the Divine, the source of Truth itself.

Within the Catholic community, that longing for integrity and wholeness finds its aspiration and its fulfilment in the person of Jesus Christ. He is both the divine source of the most profound dreams of the human heart and also their ultimate expression. During his life, Jesus knew the joys and sorrow, the laughter and tears, the hopes and fears that are woven into the fabric of humanity. Jesus revealed the potential of a single human life when it is lived in love, selflessness and fidelity to God who is its source. In this sense, it is the person of Jesus Christ who gives the definitive perspective to this Syllabus in the Catholic school.

The implementation of this Syllabus within our schools offers an excellent opportunity to express our fundamental belief that all aspects of life have the capacity to lead us to God. All teachers, parents and pastors have the opportunity and face the challenge to become more involved in the nurturing of the values and beliefs that will shape the lives of those within their care.

All values within this Syllabus express the innate human desire for integrity, wholeness and truth, and, as such, are worthy of serious study and integration across all curriculum areas.

3. Integral Values for a Catholic School

In the implementation of the Key Learning Area of Personal Development, Health and Physical Education, the authentic Catholic school community encourages:

1. the recognition of God's boundless love for all people and the equality of all in His sight;
2. the duty and privilege of Christian witness to that love granted through Baptism and Confirmation;
3. the recognition of the dignity and uniqueness of each person;
4. the recognition of the sacredness of all human life;
5. the universal call to personal integrity;
6. the responsibility for personal and community development;
7. reverence and respect for the God-given gift of human sexuality;
8. belief in the interdependence of humankind;
9. the valuing of God's presence and grace in all human endeavours.

4. Some Challenges Facing PDHPE Teachers

The PDHPE teacher is challenged to:

1. respond with honesty and clarity to the ethical issues which arise in the study of this subject: rights and responsibilities, choices and consequences.
2. be faithful to the legitimate expectations of parents, the school community, the church and the students themselves, in the context of the Board of Studies syllabus, in dealing with issues which have ethical/moral implications.
3. respect the breathtaking variety that exists amongst students: many gifts, many ways of making meaning, many styles of thinking and self-expression.
4. help students pursue the truth and find personal meaning: self-reflection, the making of intelligent decisions, discernment, critical thinking, and creative expression including the many ways of moving.
5. recognise the communal dimension when teaching this subject: social responsibility, working cooperatively with all those who respect human dignity, advocate and promote human rights, champion responsible human action and foster lifelong physical activity.
6. view educational achievement in broadest terms: the attainment of wisdom and the development of character, personal growth and insight in addition to mastery of skills and the acquiring of knowledge.
7. understand that PDHPE shares with all other learning areas a common sense of purpose and understanding about effective teaching and learning.
8. identify areas for continuing personal and professional development within the Catholic context.
9. respond to the particular historical and cultural context of the local school community.

5. Core Messages to Students of PDHPE

1. All human life is sacred. It is to be valued, protected, nurtured and celebrated.
2. Each person is unique and possesses inherent personal dignity.
3. Each of us must make important choices. All choices have consequences.
4. Other people help us grow to full maturity. They have responsibilities towards us and we have responsibilities towards them.
5. We are called to maintain our integrity, to be physically active and to develop ourselves in every way, thereby realising our potential.
6. All people have a right to be respected and treated fairly, without discrimination.
7. We reflect our growing maturity when we show respect for the God-given gift of human sexuality.
8. We live our lives in partnership with God who calls us to live at peace with ourselves and in harmony with God, others and all creation.
9. Human dignity is enhanced and human potential is more likely to be realised when rights and responsibilities are appropriately balanced.
10. Our education is not just something for personal use or personal fulfilment. It brings with it responsibilities towards others and to the service of the common good of all society.

6. The Significance of a ‘Values’ Orientation

This Personal Development, Health and Physical Education Syllabus promotes particular values which contribute to healthy development of the individual and the overall good of society.

Because of the world view they share, Catholic educating communities promote gospel values which have a special relevance to teaching and learning in Personal Development, Health and Physical Education. These values encompass and enhance the pluralistic and humanistic values inherent in the NSW Board of Studies syllabuses.

Effective teaching of the Personal Development, Health and Physical Education Key Learning Area in Catholic schools should be characterised by:

- a familiarity with, and adherence to, the requirements and spirit of the Syllabus;
- the presentation of, and witness to, Catholic values which are based on Sacred Scripture and the teaching of the Catholic Church;
- an informed and critical recognition of the range of shallow, materialistic and egocentric perspectives which are presented to young people through a variety of influences in contemporary Australian society;
- an active focus on Catholic values as central and vital to the promotion of aspects of change.

It is important for teachers to ensure that the range of Catholic values identified within this document is clearly communicated to students through comprehensive planning, appropriate witnessing and effective teaching.

Significant Catholic beliefs and values pertaining to Syllabus content are located at the beginning of the description of each Outcome.

7. Parents, Carers and Teachers in Partnership

The true spirit of partnership between teachers, parents and students can be embraced within Personal Development, Health and Physical Education.

When there is partnership within a school community, there is a richness flowing from the diversities present, culminating in the holistic development of each student.

There are three possible ways in which teachers and parents can work together.

MUTUAL SUPPORT: valuing each other's roles as partners in education through:

- information being sent home about this curriculum;
- requesting parents to answer and respond to surveys;
- parents assisting students with 'at home' tasks;
- teachers and parents discussing and affirming the importance of family values;
- consideration for the cultural diversities within the school community.

INVOLVEMENT: expands the contribution parents make to the life of a school through:

- parent evenings;
- joining excursions, camps and sporting activities;
- fundraising for resources;
- resource support - construction and maintenance.

PARTICIPATION: parents sharing in the decision-making process through committee membership to promote:

- parent workshops;
- program development;
- parallel parent programs relating to student courses;
- classroom support.

8. A Specific Challenge

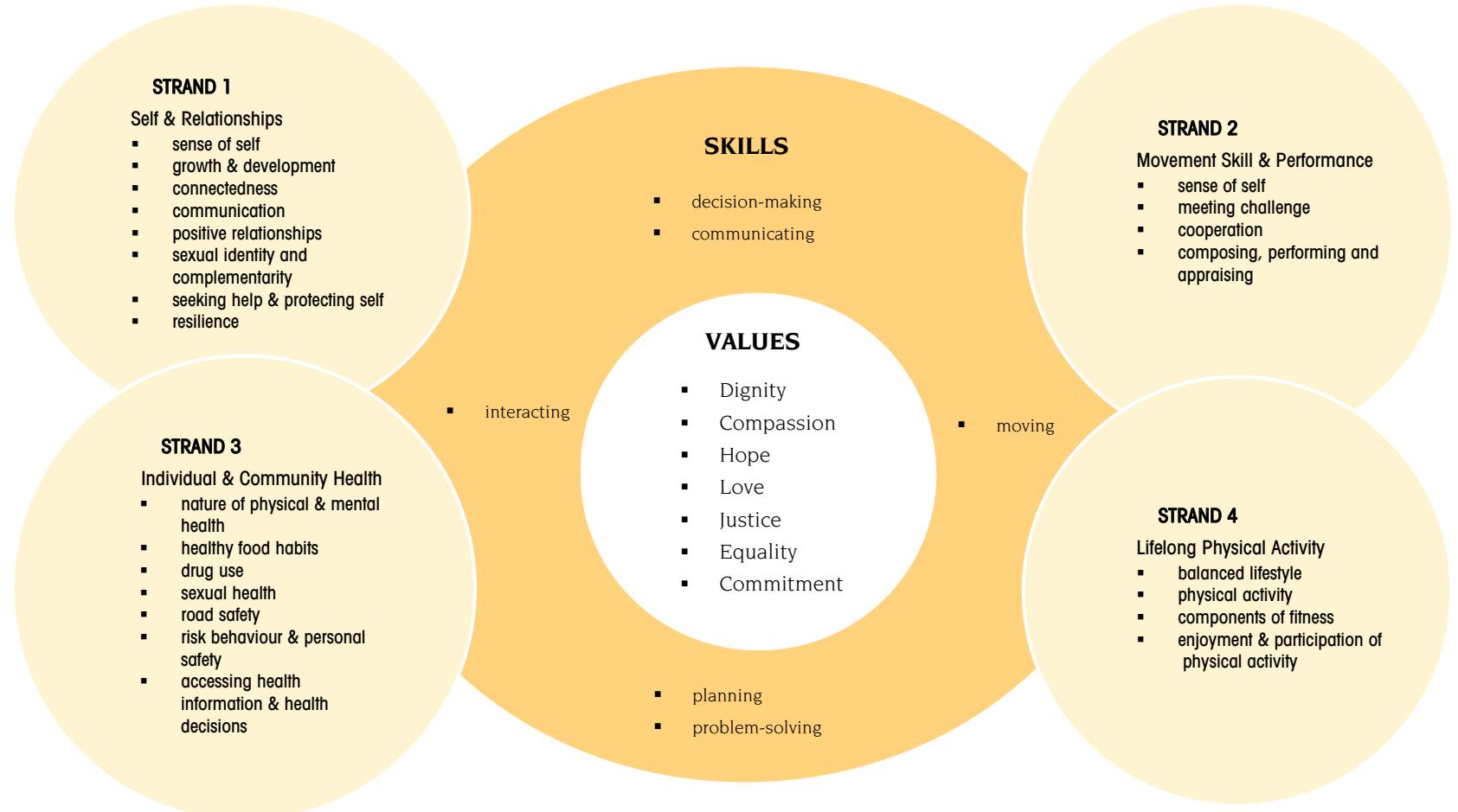
- The challenge of Personal Development, Health and Physical Education is that it provides the opportunity for all teachers in Catholic schools to share the responsibility for facilitating the development of Christian values in all students, across the total school curriculum.
- During implementation of the Syllabus the total school community is challenged to empower students to:
 - address injustice;
 - have an impact on the health of others as well as their own;
 - seek positive solutions to health issues;
 - relate to others with compassion;
 - promote the interdependence and inter-relatedness of self, family, others and the environment;
 - promote lifelong physical activity;

and consequently live as active change-agents bringing hope to the world.



"In the city that has no vision, the people will surely perish"
(Prov 11:14)

9. Values at the Core of PDHPE



The organisation of *Towards Wholeness* as illustrated shows the values as central to the planning, implementation and evaluation of this document.



10. PDHPE, Religious Education and The Catechism of the Catholic Church

While there is a religious dimension in every learning area, including PDHPE, there is a most important connection between PDHPE and Religious Education. Both deal with vital questions of human life and relationships.

It is now practice to cross-reference contents of all Religious Education curricula in Australia to the *Catechism of the Catholic Church*. The *Catechism* is also a valuable reference point for teachers of PDHPE in Catholic schools.

It would be most appropriate for PDHPE teachers to work collaboratively with Religious Education teachers in developing programs which deal with themes and content that are of common interest.

Cross-reference of Syllabus Outcomes and the Catechism of the Catholic Church

- *The dignity of the human person* (1699-1876; 2284-2301)
Outcomes: 4.1, 4.3, 5.1, 5.3
- *Freedom and responsibility* (1731-1748)
Outcomes: 4.1, 4.3, 5.1, 5.3
- *The morality of human acts* (1749-1756)
Outcomes: 4.2, 4.3, 4.6, 5.2, 5.3, 5.6
- *The virtues* (1803-1876)
Outcomes: 4.6, 5.6
- *The family in God's plan* (2201-2206)
Outcomes: 4.3, 5.3
- *Respect for human life* (2259-2283)
Outcomes: 4.6, 5.6
- *Human sexuality* (2331-2400)
Outcomes: 4.6, 5.6
- *The battle for purity* (2520-2533)
Outcomes: 4.5, 5.6



1. Introduction to the Syllabus



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.



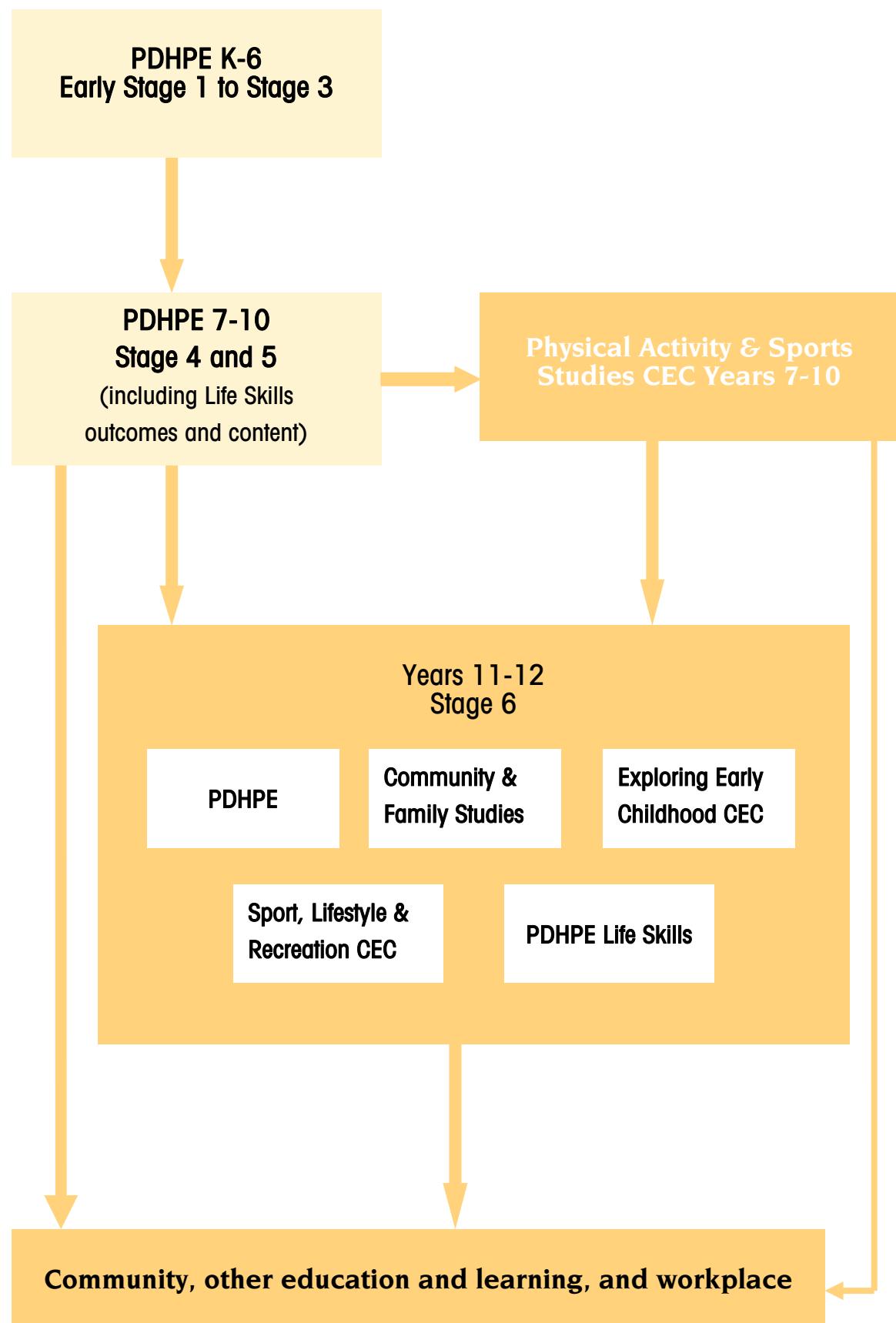
Learning in PDHPE is perceived by young people as a credible way of raising and exploring health and physical activity issues of significance and importance to them. Students trust teachers to provide accurate, honest information and advice, and to establish a safe and supportive environment for learning. 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





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 4.2 identifies and selects strategies that enhance their ability to cope and feel supported 4.3 describes the qualities of positive relationships and strategies to address the abuse of power	5.1 analyses how they can support their own and others' sense of self 5.2 evaluates their capacity to reflect on and respond positively to challenges 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 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments	5.4 adapts, transfers and improvises movement skills and concepts to improve performance 5.5 composes, performs and appraises movement in a variety of challenging contexts
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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 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm 4.8 describes how to access and assess health information, products and services	5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours 5.8 critically analyses health information, products and services to promote health
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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 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity	5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
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* From a Catholic perspective, it would be appropriate to include "sexual identity and complementarity" in both Strand 1 and Strand 3.



Skills that enhance learning in PDHPE

OBJECTIVES	STAGE 4 OUTCOMES	STAGE 5 OUTCOMES
Students will: develop and apply the skills that enable them to adopt and promote healthy and active lifestyles	A student: Communicating 4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations	A student: 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.

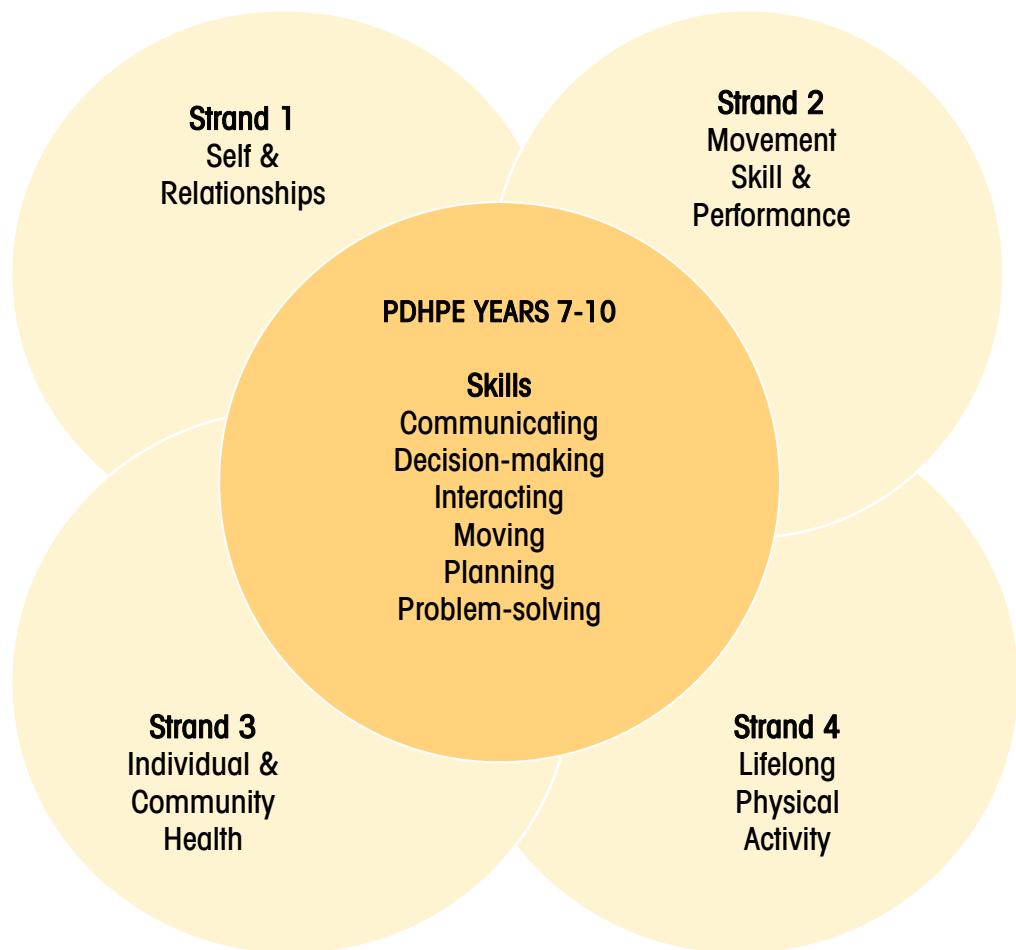




7 Content

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 24). 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, mail-merge 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:



- the natural complementarity of men and women (sexuality often interchanged with gender) is not simply a social construct*
- 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.

(* This is part of the Catholic commentary)



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 recognise 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 are encouraged to recognise that, while we are relational beings who can flourish through relationships, not all relationships are appropriate, and some can be harmful. They investigate important concepts such as rights and responsibilities in relationships, recognising abuse, power in relationships and protective strategies.

This strand is particularly significant in the curriculum of the Catholic school as it deals with questions of personal identity, the individual's place in the world, and the rights and responsibilities that we all have in relation to each other and within our family and community.

Valuing Ourselves

As followers of Christ, and as people made in the image and likeness of God, students must truly value who they are, and feel empowered to develop and become the people God wishes them to be. It is through their valuing and understanding of all aspects of their growth and development that individuals realise and appreciate the gift of their uniqueness. The ability of young people to value themselves as they grow and mature is a true reflection of the value and love God holds for all people.

Being with Others

Christians cannot consider themselves to be isolated individuals. Christian growth involves interaction with other people, regardless of religious identity. Relationships with the people, the events and the things of this world make essential contributions to students' growing acceptance and understanding of themselves and others. It is important to remember, however, that not all relationships are equally healthy or morally acceptable.

The realising of human potential demands a commitment to people and events in our world. In them, we believe, God may be found.

Being Aware

There are many conflicting values in our society that influence and confuse today's youth. Educators endeavour to help their students to observe, explore, interpret and make judgements about their experiences, in the light of the Gospel. They help them to develop a sense of self and a series of relationships which are healthy and appropriate to their stage of life and future vocation.





BELIEFS AND VALUES

1. We are created in the image of God and are, therefore, of inherent dignity and worth.
2. We are called to grow to wholeness, completeness and maturity.
3. Our healthy growth is contingent upon our acting in accord with what we are called to be, not in choosing whatever we want.
4. Self-acceptance and self-respect are fundamental to healthy growth. Self-acceptance also calls us to recognise that we are not perfect and that we need to direct our lives towards that which is good.
5. We are created to be responsible for ourselves, others and the world we share.
6. Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy, according to God's plan for us. This plan involves an integrated view of the human person. In keeping with their stage in life, this includes the capacity to love, procreate and form bonds of communion with others.

STUDENTS LEARN ABOUT:

- a sense of self ^{(1)(2)*}
 - 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
- adolescence and change ⁽³⁾⁽⁴⁾⁽⁵⁾⁽⁶⁾⁽⁷⁾⁽⁸⁾⁽⁹⁾⁽¹⁰⁾
 - 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

STUDENTS LEARN TO:

- 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, e.g. 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
- 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



- * From a Catholic perspective, this would include a consideration of the intrinsic value of masculinity and femininity, and of their natural complementarity.
- # Here it would be appropriate for students to learn:
 - to explain and value the intrinsic worth of both masculinity and femininity, and their natural complementarity
 - to explain and value the distinctive and complementary contributions of mothers and fathers



SCRIPTURE

- We are created in the image of God. (Gen 1:26-30)
- Husband and wife become one flesh. (Gen 2:18-25)
- God knows us completely. (Ps 139)
- Our body is a gift of God. "God's Temple" (1 Cor 3:16), to be treated with respect.
- Jesus provides us with the model: "The child grew and became strong, filled with wisdom; and the favour of God was upon him". (Lk 2:40)
- The rhythms of life are to be accepted and responded to: a time for everything. (Ecc 3:1-8)
- Mary accepted changes that were part of God's plan. (Lk 1:46-55)
- The love of husband and wife. (Eph 5:25-28)



PRINT/MEDIA RESOURCES

- *Compendium of the Catechism of the Catholic Church* (2006), St Paul's: Strathfield.
- Catholic Education Office Parramatta (2005), *Sexual Health Matters - a sexuality resource for Catholic secondary schools*, Parramatta: CEO.
- Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*. Jacaranda: Queensland.
- Pontifical Council for the Family (1996), *The Truth and Meaning of Human Sexuality*, St Paul's: Strathfield.



WEB RESOURCES

Catholic Education Commission	www.cecnsw.catholic.edu.au
DET curriculum Support	www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association	www.pdhpetra.org
Body Systems	www.innerbody.com
Registry of Births, Deaths and Marriages	www.familysearch.org
Kids Health and Growth	www.kidshealth.org
Teen Star Program	www.teenstarprogram.org/index.asp
Links to sites on adolescence	www.michaelcarr-gregg.com.au/links.htm



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD





READINGS

(1) Sacredness of human life

"Every human life, from the moment of conception until death, is sacred because the human person has been willed for its own sake in the image and likeness of the living and holy God." (Catechism of the Catholic Church, 2319)

(2) Uniqueness of individual

"The infant is a unique reflection of the singular bond between husband and wife - for no other combination of persons could have produced this particular child." (Human Sexuality, p. 44)

(3) A characteristic of adolescence

"During this period of physical growth, it is likely that early adolescents feel awkward, confused and uneasy about their bodies. At this time early adolescents become intensely concerned about their self-identity and are interested in learning more about themselves, which leads them through a period of self-consciousness." (Human Sexuality, p. 104)

(4) Need for mentors

"A personal relationship is always a dialogue rather than a monologue ... the educator can never forget that students need a companion and guide during their period of growth." (Lay Catholics in Schools: Witnesses to Faith, n. 33)

(5) Called to love

"Love is therefore the fundamental an innate vocation of every human being. The whole meaning of true freedom, and self-control which follows from it, is thus directed towards self-giving in communion and friendship with God and with others." (The Truth and Meaning of Human Sexuality, n. 8)

(6) The liberating force of chastity

"One cannot give what one does not possess. If the person is not master of self - through the virtues and, in a concrete way, through chastity - he or she lacks that self-possession which makes self-giving possible. Chastity is the spiritual power that frees love from selfishness and aggression." (The Truth and Meaning of Human Sexuality, n. 16)

(7) Parents - principal educators

"Parents are the first and most important educators of their children, and they also possess a fundamental competency in this area: they are educators because they are parents all other participants in the process of education are only able to carry out their responsibilities in the name of parents, with their consent, and to a certain degree, with their authorisation." (The Truth and Meaning of Human Sexuality, n. 23)

(8) The unity of the conjugal act

"The two dimensions of conjugal union, the unitive and the procreative, cannot be artificially separated without damaging the deepest truth of the conjugal act itself." (The Truth and Meaning of Human Sexuality, n. 102)



(9) Masturbation

"Masturbation ... is illicit in itself and cannot be morally justified, although the immaturity of adolescence, psychological imbalance or habit can influence behaviour, diminishing the deliberate character of the act." (The Truth and Meaning of Human Sexuality, n. 103)

(10) Homosexuality

"A particular problem that can appear during the process of sexual maturation is homosexuality ... A distinction must be made between a tendency that can be innate and acts of homosexuality that are intrinsically disordered and contrary to the Natural Law ... If parents notice the appearance of this tendency ... in their children, they should seek help from expert qualified persons ... Homosexual persons are called to chastity." (The Truth and Meaning of Human Sexuality, n. 104)



Outcome 4.2 A STUDENT IDENTIFIES AND SELECTS STRATEGIES THAT ENHANCE THEIR ABILITY TO COPE AND FEEL SUPPORTED.



BELIEFS AND VALUES

1. God's desire for each individual is life in all its fullness.
2. God is constantly offering us strength and blessing.
3. We should develop self-respect and enjoy all our capacities and gifts - our intellect, our emotions, our spirit, our will and our physical bodies.

STUDENTS LEARN ABOUT:

- changes and challenges ⁽¹⁾
 - 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
- connectedness ⁽²⁾
 - forms of connectedness
 - the importance of connections
 - forms of alienation
 - creating connections
 - attributes of being supportive
- interpersonal communication
 - the qualities of effective communication
 - overcoming barriers to communication
 - resolving conflict
 - changing modes of communication for 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

STUDENTS LEARN TO:

- 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
- 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
- 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
- enhance their ability to seek help by:
 - establishing individual support networks of adults and peers
 - practising ways of accessing help, eg role play, use of internet
 - identifying barriers to seeking support, eg lack of confidentiality, trust
 - proposing strategies to overcome barriers



SCRIPTURE

- We can trust in God. (Lk 12:22-31)
- Christ offers many examples of loving and supportive relationships in the context of family: The lost and dutiful sons (Lk 15:11-32); Jesus and His mother at the Cross (Jn 19:25-27); The Holy Family (Lk 2:15-20); we are God's family (Mt 12:46-50)
- Jesus accepts people as they are. (Mk 2:15-17)



PRINT/MEDIA RESOURCES

- Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*. Jacaranda: Queensland.



WEB RESOURCES

- American Academy of Child & Adolescent Psychiatry www.parentshandbooks.org/youradoles.htm
National Network for Childcare (adolescent help) www.nncc.org/SACC/sac42_adolesc.stress.html
HospiceNet (death and grief) www.hospicenet.org/html/teenager.html



READINGS

(1) Character

"Human virtues acquired by education, by deliberate acts and by a perseverance ever-renewed in repeated efforts are purified and elevated by divine grace. With God's help, they forge character and give facility in the practice of the good." (Catechism of the Catholic Church, 1810)

(2) Freedom and responsibility

Personal Development and Christian Values, pp. 59, 77.

Outcome 4.3 A STUDENT DESCRIBES THE QUALITIES OF POSITIVE RELATIONSHIPS AND STRATEGIES TO ADDRESS THE ABUSE OF POWER



BELIEFS AND VALUES

1. We are called to love one another as Jesus loves us and to always act justly.
2. Honest and open communication is vital to the quality of relationships and helps us grow as mature and responsible Christians.
3. We are called to be of service and to support those who are suffering.

STUDENTS LEARN ABOUT:

- types and nature of relationships ^{(1)(2)(3)(4)*}
 - the importance of family relationships
 - the increasing importance of peers
 - relating appropriately in different relationships and situations
 - factors influencing relationships
- caring and respectful relationships ⁽⁵⁾
 - 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
- recognising abuse
 - what constitutes abuse
 - feelings and warning signals
- 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
- bullying and harassment
 - recognising bullying and harassment
 - reasons for bullying and harassment
 - sexual harassment
 - homophobic bullying
 - effects of bullying and harassment
 - barriers to reporting

STUDENTS LEARN TO:

- appreciate that a variety of family structures exist and have the potential to provide supportive and caring environments (6)
- explore the influence of family and peers as adolescents move from dependence to independence.
- 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
- recognise forms of abuse and neglect that can affect children
- understand the impact of abuse and neglect
- identify behaviours that display the positive use of power in relationships
- develop a commitment to, and skills for, challenging the abuse of power
- 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, e.g. assist them to seek help, offer friendship



STUDENTS LEARN ABOUT:

- protective strategies
 - recognising and assessing risk
 - responding in risk situations
 - reducing the risk
 - assertiveness
 - accessing help in the school and community

STUDENTS LEARN TO:

- 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

* A Catholic perspective would draw attention to the ways in which age, level of maturity and responsibilities would influence the appropriateness of certain relationships.

Here it would be appropriate for students to learn to distinguish those stages and ways of life which are applicable to various types of relationships.



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, e.g. single parent, same sex couples, nuclear, blended, childless couples, kin relationships (4.3) .
- exploring different forms of family structures, e.g. 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).

Note: In a Catholic school, it would be inappropriate to present same sex couples as constituting a form of family structure. It would be appropriate to add: exploring the reasons traditional notions of marriage and family have always been important in flourishing societies.



SCRIPTURE

- We are called to love and tolerate others who are changing and growing: "Love is patient and kind, it is never jealous." (1 Cor 13:4-7)
- Jesus modelled a spirit of gentleness and acceptance for all our dealings with others. All people are of value and must be treated with dignity and respect. (Mk 12:28-34)
- We are called to show compassion. (Heb 2:17)



PRINT/MEDIA RESOURCES

- Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*. Jacaranda: Queensland.





WEB RESOURCES

Catholic Education Commission
DET curriculum Support
PDHPE Teachers Association
Kid Safe
Kids Help Line
Police

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.kidsafe.com.au
www.kidshelp.com.au
www.police.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Ideal relationships within the family

"Many children and adolescents in contemporary Australia lack opportunities for full family life, so opportunities to develop their capacities to relate have been lessened. Many lack the quality relationships loving fathers and mothers ideally provide, ones important to a genuine sense of being loved." (The Word Dwells Among Us, pp. 171-172)

(2) Family Life

Personal Development and Christian Values, pp. 51,54

(3) Reflection on Christian family life

The Christian Family in the Modern World (passim).

(4) Significant family events provide educational opportunities

(Catechesis in Our Time, n. 68)

(5) As an adolescent grows and matures, relationships within the family will change.

"The family is the foundation of society. In it the various generations come together and help one another to grow wiser and harmonise personal rights with the other requirements of social life." (The Church in the Modern World, n. 42)

(6) Variety of relationships and family structures - some extracts from The Christian Family in the Modern World.

Fidelity, loyalty, acceptance, forgiveness and openness to reconciliation are essential hallmarks of happy family life, irrespective of the form or structure of the family. Perseverance and loyalty in single parent families can mirror the love of Christ as well as can the fidelity and devotion of a long-standing marriage.

Factors shaping contemporary life:

"The family in the modern world, as much and perhaps more than any other institution, has been beset by the many profound and rapid changes that have affected society and culture. Many families are living in this situation in fidelity to those values that constitute the foundation of the institution of the family. Others have become uncertain and bewildered over their role or even doubtful and almost unaware of the ultimate meaning and truth of conjugal and family life. Finally, there are others who are hindered by various situations of injustice in the realization of their fundamental rights." (n. 1)



De facto unions:

"Some people consider themselves almost forced into a free union by difficult economic, cultural or religious situations, on the grounds that, if they contracted a regular marriage, they would be exposed to some form of harm, would lose economic advantages, would be discriminated against, etc. In other cases, however, one encounters people who scorn, rebel against or reject society, the institution of the family and the social and political order, or who are solely seeking pleasure. Then there are those who are driven to such situations by extreme ignorance or poverty, sometimes by a conditioning due to situations of real injustice, or by a certain psychological immaturity that makes them uncertain or afraid to enter into a stable and definitive union. In some countries, traditional customs presume that the true and proper marriage will take place only after a period of cohabitation and the birth of the first child.

Each of these elements presents the Church with arduous pastoral problems, by reason of the serious consequences deriving from them, both religious and moral (the loss of the religious sense of marriage seen in the light of the Covenant of God with his people; deprivation of the grace of the sacrament; grave scandal), and also social consequences (the destruction of the concept of the family; the weakening of the sense of fidelity, also towards society; possible psychological damage to the children; the strengthening of selfishness)." (n. 81)

Divorced persons who have remarried:

"The Church which was set up to lead to salvation all people and especially the baptised, cannot abandon to their own devices those who have been previously bound by sacramental marriage and who have attempted a second marriage. The Church will therefore make untiring efforts to put at their disposal her means of salvation.

Pastors must know that, for the sake of truth, they are obliged to exercise careful discernment of situations. There is in fact a difference between those who have sincerely tried to save their first marriage and have been unjustly abandoned, and those who through their own grave fault have destroyed a canonically valid marriage. Finally, there are those who have entered into a second union for the sake of the children's upbringing, and who are sometimes subjectively certain in conscience that their previous and irreparably destroyed marriage had never been valid.

Together with the Synod, I earnestly call upon pastors and the whole community of the faithful to help the divorced, and with solicitous care to make sure that they do not consider themselves as separated from the Church, for as baptised persons they can, and indeed must, share in her life. They should be encouraged to listen to the word of God, to attend the Sacrifice of the Mass, to persevere in prayer, to contribute to works of charity and to community efforts in favour of justice, to bring up their children in the Christian faith, to cultivate the spirit and practice of penance and thus implore, day by day, God's grace. Let the Church pray for them, encourage and show herself a merciful mother, and thus sustain them in faith and hope." (n. 84)

Those who are forced to live outside the security of family:

"There exists in the world countless people who unfortunately cannot in any sense claim membership of what could be called in the proper sense a family. Large sections of humanity live in conditions of extreme poverty, in which promiscuity, lack of housing, irregular nature and instability of relationships and the extreme lack of education make it impossible in practice to speak of a true family. There are others who, for various reasons, have been left alone in the world. And yet for all of these people there exists a 'good news of the family'.



For those who have no natural family the doors of the great family which is the Church. The Church which finds concrete expression in the diocesan and the parish family, in ecclesial basic communities and in movements of the apostolate - must be opened even wider. No one is without a family in this world; the Church is a home and family for everyone, especially those who 'labour and are heavily laden'". (n. 85)

Catholics in civil marriages:

"There are increasing cases of Catholics who, for ideological or practical reasons, prefer to contract a merely civil marriage, and who reject or at least defer religious marriage. Their situation cannot of course be likened to that of people of simply living together without any bond at all, because in the present case there is at least a certain commitment to a properly-defined and probably stable state of life, even though the possibility of a future divorce is often present in the minds of those entering a civil marriage. By seeking public recognition of their bond on the part of the State, such couples show that they are ready to accept not only its advantages but also its obligations. Nevertheless, not even this situation is acceptable to the Church.

The aim of pastoral action will be to make these people understand the need for consistency between their choice of life and the faith that they profess, and to try to do everything possible to induce them to regularise their situation in the light of Christian principles. While treating them with great charity and bringing them into the life of the respective communities, the pastors of the Church will regrettably not be able to admit them to the sacraments." (n. 82)

Separated or divorced persons who have not remarried:

"Various reasons can unfortunately lead to the often irreparable breakdown of valid marriages. These include mutual lack of understanding and the inability to enter into interpersonal relationships. Obviously, separation must be considered as a last resort, after all other reasonable attempts at reconciliation have proved vain.

Loneliness and other difficulties are often the lot of separated spouses, especially when they are the innocent parties. The ecclesial community must support such people more than ever. It must give them much respect, solidarity, understanding and practical help, so that they can preserve their fidelity even in their difficult situation; and it must help them to cultivate the need to forgive which is inherent in Christian love, and to be ready perhaps to return to their former married life.

The situation is similar for people who have undergone divorce, but, being well aware that the valid marriage bond is indissoluble, refrain from becoming involved in a new union and devote themselves solely to carrying out their family duties and the responsibilities of Christian life. In such cases their example of fidelity and Christian consistency takes on particular value as a witness before the world and the Church. Here it is even more necessary for the Church to offer continual love and assistance, without there being any obstacle to admission to the sacraments." (n. 83)

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.

The holistic approach to movement, composition and personal development is very consistent with the Christian belief in the wholeness and basic unity of the human person: soul and body, mind and spirit.

Jesus took on a human body and shared the joys and sufferings of human life. Skilled performance, elegance and beauty will reflect the essential goodness of creation and the unity of body and spirit.

Outcome 4.4 A STUDENT DEMONSTRATES AND REFINES MOVEMENT SKILLS IN A RANGE OF CONTEXTS AND ENVIRONMENTS.



BELIEFS AND VALUES

1. We have responsibility to care for our bodies, maintaining our physical fitness and health.
2. Elegant movement and artistic performance can touch the deepest recesses of the human spirit. This is not only a cultural benefit but a moral and religious one as well.

STUDENTS LEARN TO:

- types of movement skills
 - fundamental
 - specialised
 - locomotor and non-locomotor manipulative
- aspects of movement skill development
 - body control and awareness
 - object manipulation and control
 - anticipation and timing
 - technique

STUDENTS LEARN TO:

- practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments
- participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing

STUDENTS LEARN ABOUT:

- **influences on skill development and performance**
 - applying skills across contexts
 - predictable and dynamic environments
 - importance of practice
 - safety
- **contexts for specialised movement skills** ⁽¹⁾⁽²⁾
 - aquatics
 - athletics
 - dance
 - games
 - gymnastics

STUDENTS LEARN TO:

- participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts
- participate safely in movement activities
- 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



SCRIPTURE

- Human beings express themselves through dance in all times and cultures: "David danced before the Lord with all his might" (2 Sam 6:4)
- Ultimately, our various gifts and talents are not merely for personal use and satisfaction, but for the glory of God and the service of others. (See 1 Cor 12:4-6)



PRINT/MEDIA RESOURCES

- Lumsden, K. (2001) *P.E. Games and activities kit for grades 7-12: over 250 games to put new variety and challenge into your physical education program*, Parker: New Jersey.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1* (2nd ed), Macmillan: Victoria.
- Newton, D. & Wositsky, J. (1980) *The bushwackers band dance book*, Greenhouse: Melbourne.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Australian Sports Commission

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.ausport.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD
Association of Independent Schools NSW and Catholic Education Offices of Broken Bay, Lismore, Parramatta and Sydney (2004), *Years 7-10 PDHPE Support Materials*, Sydney: AIS





READINGS

(1) Beauty goes beyond the physical dimension

"The human body, oriented interiorly by the sincere gift of the person, reveals not only its masculinity or femininity on a physical plane, but reveals also such a value and such a beauty as to go beyond the purely physical dimension." (John Paul II, the Theology of the Human Body, p. 65)

(2) Avoid the cult of the body

"If morality requires respect for the life of the body, it does not make it an absolute value. It rejects a neopagan notion that tends to promote the cult of the body, to sacrifice everything for its sake, to idolise physical perfection and success at sports. By its selective preference of the strong over the weak, such a conception can lead to the perversion of human relationships." (Catechism of the Catholic Church, 2289)

Outcome 4.5 A STUDENT COMBINES THE FEATURES AND ELEMENTS OF MOVEMENT COMPOSITION TO PERFORM IN A RANGE OF CONTEXTS AND ENVIRONMENTS.



BELIEFS AND VALUES

1. God loves us and delights in our expression and enjoyment of his gifts.
2. As we grow and develop, we are challenged to develop our capacities and gifts: our intellect, our emotions, our spirit, our will and our physical bodies.

STUDENTS LEARN ABOUT:

- the features of movement composition⁽¹⁾
 - purpose
 - responding to stimuli
 - improvising
 - planning
 - sequencing
 - performing
- the elements of composition
 - space
 - dynamics
 - rhythm and timing
 - relationships

STUDENTS LEARN TO:

- 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
- 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).



SCRIPTURE

- Music and dance have important functions in the lives of all. "Then the prophet Miriam, Aaron's sister, took a tambourine in her hand; and all the women went after her with tambourines and dancing." (Ex 15:20)
- Ultimately our various gifts and talents are not for personal use and satisfaction, but for the glory of God and the service of others. (1 Cor 12:4-6)



PRINT/MEDIA RESOURCES

- Lumsden, K. (2001) P.E. *Games and activities kit for grades 7-12: over 250 games to put new variety and challenge into your physical education program*, Parker: New Jersey.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1* (2nd ed), Macmillan: Victoria.
- Newton, D. & Wositsky, J. (1980) *The bushwackers band dance book*, Greenhouse: Melbourne.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission

www.cecnsw.catholic.edu.au

DET Curriculum Support

www.curriculumsupport.education.nsw.gov.au

PDHPE Teachers Association

www.pdhpeta.org



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Dignity of the body

"The human body shares in the dignity of 'The image of God': it is a human body precisely because it is animated by a spiritual soul, and it is the whole human person that is intended to become, in the body of Christ, a temple of the Spirit." (Catechism of the Catholic Church, 364)





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.

Life as gift

In the Catholic school, this Content Strand is approached with the understanding that, for all human beings, life is entrusted as a sacred gift. Our attitude of valuing life can and should result in a feeling of connecting with all creation and an enhanced sense of belonging, dignity and exhilaration at the mystery of life.

Life-giving decision

Decisions which individuals or groups make about lifestyle, health issues and appropriate behaviour are, in reality, decisions that relate to valuing and cherishing that wonderful gift of life which comes from God, the source of all life.

Outcome 4.6 A STUDENT DESCRIBES THE NATURE OF HEALTH AND ANALYSES HOW HEALTH ISSUES MAY IMPACT ON YOUNG PEOPLE



BELIEFS AND VALUES

1. Life is a precious gift entrusted to us by God.
2. We are all in relationship with others. Our decisions and actions affect the lives of others.
3. It is important to understand and accept our own strengths and weaknesses, and to build a strong sense of self-esteem.
4. We should aim to develop ourselves to our full potential.
5. Our bodies need to be valued as temples of the Holy Spirit. Various attitudes are connected to this: the valuing of our bodies, discernment concerning the food we eat, and the relatedness of food consumption to global issues of distribution and justice.

STUDENTS LEARN ABOUT:

- the nature of health⁽¹⁾
 - the interaction of cognitive, physical, social, emotional and spiritual components
 - differences in perception of health eg. emphasis on the physical aspects
 - health as a constantly changing state
 - the benefits of a healthy lifestyle
- factors that affect health
 - the influence of genetics on health
 - how the environment influences health
 - lifestyle and lifestyle diseases
 - communicable diseases
 - medical conditions

STUDENTS LEARN TO:

- construct a personal meaning of health by exploring a range of community and accepted definitions
- examine the relationship between cognitive, physical, social, emotional and spiritual components of health
- appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence
- identify the 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.

STUDENTS LEARN ABOUT:

- mental health
 - defining mental health
 - the nature of mental health problems
 - factors that support mental health
 - changing perspectives on mental health
- 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
- drug use ⁽²⁾
 - 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
- sexual health ^{(3) *}
 - 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
- road safety
 - defining risk factors and behaviours in a range of road environments and situations
 - protective behaviours and equipment
 - influences on pedestrian, passenger and wheeled device behaviours
 - laws and rules

STUDENTS LEARN TO:

- examine the 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
- review the dietary habits of young people in relation to recommended dietary guidelines for 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
- describe the short-term and long-term effects of:
 - misuse of prescribed medications
 - tobacco
 - alcohol
 - cannabis
- analyse the influences and reasons why people choose to use drugs or not use drugs
- explore the relationship between the person, the drug and the environment in determining the impact of drug use
- 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
- 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

- * A Catholic perspective would add:
- understanding that what we do with our bodies affects our integrity.



- # A Catholic perspective would add:
- explain the truth, goodness and beauty of human sexuality and the reasons why human sexual intimacy is meant for marriage.
 - understand that abstaining from sexual intimacy outside of marriage is the only guaranteed way of avoiding sexual diseases.
 - identify the inadequacies associated with some strategies which seek to prevent STIs.



SCRIPTURE

- Human beings are created in God's image and likeness. Hence there is a sacredness in our bodily dimension. (Gen 1:26)
- A balanced life calls for the development of a variety of skills and interests. A season and a time for everything. (Ecc 3:1)
- The importance of self-esteem is illustrated in Jesus' pronouncements. (Mt 22:37-39)
- Human dignity is diminished by a philosophy of consumerism. (Gal 4:6-7; Mt 5:19)
- Our sexuality is an intrinsic part of ourselves. (Eph 5:28 and 5:21-33)
- We must keep things in perspective. Some forms of marketing of health products can lead to an unhealthy preoccupation with our bodies. (Ex 20:3)



PRINT/MEDIA RESOURCES

- Australian Government Department of Education, Science and Training (2004), *Rethinking drinking: You're in control (2004 edition), Classroom program*, Australian Brewer's Foundation: South Australia.
- Australian Government Department of Education, Science and Training (2004), *Rethinking drinking: You're in control (2004 edition), student workbook*, Australian Brewer's Foundation: South Australia.
- Commonwealth of Australia (2003), *REDI for school communities: A resilience approach to drug education, Video facilitator guide*, Commonwealth Department of Education, Science and Training: Canberra.
- Commonwealth of Australia (2003), *REDI for school classrooms: Teaching strategies for a resilience approach to drug education, Video facilitator guide*, Commonwealth Department of Education, Science and Training: Canberra.
- Commonwealth Department of Education, Science and Training (2003), *Cannabis and consequences*, Commonwealth of Australia.
- Commonwealth Department of Education, Science and Training (2003), *'My TV: Resilience and drug education resources for lower secondary students*, Commonwealth of Australia.
- Catholic Education Office Parramatta (2005), *Sexual Health Matters - a sexuality resource for Catholic secondary schools*, Parramatta: CEO.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- NSW Roads and Traffic Authority (2004), *Road risks - your choice*, NSW Roads and Traffic Authority.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Kids health
Commonwealth Government
Sunsmart
National Tobacco Campaign
Australian Drug Foundation

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.kidshealth.org
www.health.gov.au
www.sunsmart.com.au
www.quitnow.info.au
www.adf.org.au

NSW Government	www.nsw.gov.au
Australian Institute of Health & Welfare	www.aihw.gov.au
Heart Foundation	www.heartfoundation.com.au
Asthma Foundation	www.asthma.org.au
Diabetes Australia	www.diabetesaustralia.com.au
Epilepsy	www.epilepsy.org.au
Mental Health	www.beyondblue.org.au
RTA	www.rta.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Sacredness of human life

"Every human life, from the moment of conception until death, is sacred because the human person has been willed for its own sake in the image and likeness of the living and holy God". (Catechism of the Catholic Church, 2319)

(2) Drug usage

"The use of drugs inflicts very grave damage on human health and life. Their use, except on strictly therapeutic grounds, is a grave offence. Clandestine production of and trafficking in drugs are scandalous practices. They constitute direct cooperation in evil, since they encourage people to practices gravely contrary to the moral law." (Catechism of the Catholic Church, 2291)

(3) Well lived human sexuality

"To discover what discipleship means in human interaction involves understanding the moral requirement of human living, the nature of well lived human sexuality, the moral ambiguities of conflict and how to deal with it, the need to interact with others whose values may differ from ours and the responsibility to be faithful." (Timothy E. O'Connell, *Making Disciples: a handbook of Christian moral formation* (Crossroads Publishing, New York 1998), p. 17)



Outcome 4.7 A STUDENT IDENTIFIES THE CONSEQUENCES OF RISK BEHAVIOURS AND DESCRIBES STRATEGIES TO MINIMISE HARM.



BELIEFS AND VALUES

1. All God's creation is good and sacred, calling for careful stewardship.
2. It is necessary for us to accept personal responsibility for our decisions and actions.
3. God wants us to be safe and to live full and happy lives.
4. We are all in relationships with others. Our decisions and actions affect the lives of others.
5. Decision-making should take account of justice and fidelity in relationships as well as other important interpersonal attitudes such as compassion and openness.

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: #
<ul style="list-style-type: none">▪ exploring risk ^{(D)*}<ul style="list-style-type: none">▪ positive and negative risk▪ settings or circumstances in which risk-taking occurs▪ factors influencing risk-taking▪ outcomes of risk behaviour ▪ strategies to minimise harm<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ explore the concept of risk by investigating the following:<ul style="list-style-type: none">▪ 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 ▪ describe strategies to minimise harm in each of the following real life situations when:<ul style="list-style-type: none">▪ 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:<ul style="list-style-type: none">▪ to counteract the influence of others▪ to influence others to modify their behaviour



STUDENTS LEARN ABOUT:

- personal safety
 - going out
 - strategies to keep safe
 - emergency assessment
 - DRABC
 - basic first aid procedures
 - seeking further assistance

STUDENTS LEARN TO:

- 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
 - poisonings and overdose
- evaluate when it is appropriate to seek assistance from others

* A Catholic perspective would add:

- dangers of exposing oneself to the potential for inappropriate sexual contact.

A Catholic perspective would add:

- identify those behaviours and settings which have the potential for inappropriate sexual contact.



SCRIPTURE

- God wills our safety and well being. (Ps 121:5-8)
- We have a responsibility to care for others. (Gal 5:13-15)
- Hope is an important virtue that provides balance in our decision-making. (Col 1:27)
- Jesus often led others to reflect on their lives and to consider their deeper motivations in making decisions. (Mk 12:13, 17)



PRINT/MEDIA RESOURCES

- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1* (2nd ed), Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.
- Royal Life Saving Society First Aid Manual
- Surf Life Saving Training Manual



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Kidsafe
Kids Helpline
Surf Life Saving NSW
Royal Life Saving Society NSW
NSW RTA

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpetra.org
www.kidsafe.com.au
www.kidshelp.com.au
www.surflifesaving.com.au
www.nsw.royallifesaving.com.au
www.rta.nsw.gov.au





OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) God is the source of true personal freedom

"The religious or spiritual dimension of personal identity refers to having understood and accepted that ... it is God who enabled me to be myself. God is my very source of freedom." (H. Haring, M. Junker-Henny & D. Mieth (eds), *Creating Identity*, p. 98)

Outcome 4.8 A STUDENT DESCRIBES HOW TO ACCESS AND ASSESS HEALTH INFORMATION, PRODUCTS AND SERVICES



BELIEFS AND VALUES

1. As consumers, we should make healthy and responsible choices and decisions.
2. We need to be thoughtful and discriminating in our responses to the influence of peers and the media.
3. The Church values its tradition of individual and community health care as a form of ministry to those in need.
4. As Christians we believe in our God-given responsibility for the safety and well-being of others.
5. We strive to be objective by being aware of possible bias or prejudice in judgements we make.

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:

- 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
- 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

STUDENTS LEARN TO:

- 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
- 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).



SCRIPTURE

- The basis for our relationship with others is enshrined in the great commandment of Jesus. (Mt 22:39)
- Our duty of care towards each other is enshrined in scripture. (Gal 5:13-15)
- We are called to be faithful to ourselves, others and God in all aspects of daily life. (Ecc 25:1-2)



PRINT/MEDIA RESOURCES

- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Food Calculators, e.g.

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.kfc.com.au
www.mcdonalds.com.au
www.subway.com.au
www.health.gov.au
www.aihw.gov.au
www.nswcc.org.au
www.heartfoundation.com.au
www.health.nsw.gov.au



OTHER ELECTRONIC RESOURCES

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READINGS



(1) Informed decision-making

Decisions related to food, diet and consumption need to be informed by an awareness of related social issues, peace and development issues. “ ...one must denounce the existence of economic, financial and social mechanisms which ... accentuate the situation of wealth for some and poverty for the rest.” (John Paul II, On Social Concerns, n. 16)



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.

In this strand, the Catholic perspective stresses that we are all created by a loving and caring God whose wish is that we should live active and fulfilling lives.

To be fully human is to be fully alive, thus reflecting the creative majesty of God. Consequently, we all have an important responsibility to value and care for ourselves, each other and all creation.

In caring for ourselves, we should pursue a balanced lifestyle, monitoring the cyclic aspects of our work, rest, leisure and exercise.

Outcome 4.9 A STUDENT DESCRIBES THE BENEFITS OF A BALANCED LIFESTYLE AND PARTICIPATION IN PHYSICAL ACTIVITY.



BELIEFS AND VALUES

1. We are called to live life to the full.
2. We have a responsibility to care for and develop ourselves, and to help others to do the same.

STUDENTS LEARN ABOUT:

- **components of a balanced lifestyle (7)**
 - rest
 - sleep
 - school/work
 - physical activity
 - leisure/recreation (7)

STUDENTS LEARN TO:

- 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



STUDENTS LEARN ABOUT:

- **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

STUDENTS LEARN TO:

- 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



SCRIPTURE

- God wills our safety and well-being. (Ps 121:5-8)
- The Sabbath has a very special place in a balanced life: "For six days you shall labour and do all your work, but the seventh day is the Sabbath of the Lord your God; on that day you shall not work". (Ex 20: 8-10)



PRINT/MEDIA RESOURCES

- Nemeć, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Australian Sport & Leisure

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpetra.org
www.goan.com



OTHER ELECTRONIC RESOURCES

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READINGS

- (1) Nature of recreation
- "Recreation is an activity often contrasted to work; it is characterised by pleasure, spontaneity, and active participation. This activity provides an opportunity to develop many skills: completing, competing, co-operating, enjoying, experimenting, imagining and forgiving." (Harper's Encyclopedia of Religious Education, pp. 489-491)



Outcome 4.10 A STUDENT EXPLAINS HOW PERSONAL STRENGTHS AND ABILITIES CONTRIBUTE TO ENJOYABLE AND SUCCESSFUL PARTICIPATION IN PHYSICAL ACTIVITY.



BELIEFS AND VALUES

1. God loves us and delights in our enjoyment of His gift of life.
2. Our responsibility in relation to the gift of life leads us to make choices that ensure health and well-being.
3. We have a duty of care for our whole selves: the mental, social, physical, cultural and spiritual aspects of our lives.

STUDENTS LEARN ABOUT:

- **lifelong physical activities** ↗
 - competitive/non-competitive
 - individual/group/team
 - recreational activities
 - health and fitness
 - initiative/challenge activities
 - physical activities with cultural significance
- **health-related components of fitness**
 - cardio-respiratory endurance
 - muscular strength
 - muscular endurance
 - flexibility
 - body composition
- **skill-related components of fitness**
 - power
 - agility
 - coordination
 - balance
 - reaction time
 - speed

STUDENTS LEARN TO:

- 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
- 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
- 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).



SCRIPTURE

- The Scriptures give several insights into how lifestyle can be viewed. Trust in God is contrasted with worrying about livelihood. (See Lk 12: 13-41)
- Human beings have a rich diversity of skills and talents. (Gal 3:28)



PRINT/MULTIMEDIA RESOURCES

- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org



OTHER ELECTRONIC RESOURCES

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READINGS

(1) Care of self and others

"Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good." (Catechism of the Catholic Church, 2288)



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 and vilification.

The Catholic perspective on this strand is outlined at the commencement of Content for Stage 4. In summary: All human persons possess inalienable dignity as children of God. Their challenge is to grow in wisdom and competence, always aware of the responsibilities they have towards others. When the values of the Gospel provide the basis for their decisions and actions, they move towards personal wholeness and moral maturity - towards the fullness of life.

Outcome 5.1 A STUDENT ANALYSES HOW THEY CAN SUPPORT THEIR OWN AND OTHERS' SENSE OF SELF



BELIEFS AND VALUES

1. Every person is unique, with God-given gifts, challenged to share in God's creative work.
2. By living the Christian life we grow towards full maturity.
3. It is important to understand and accept our own strengths and weaknesses, and to build a strong sense of self-esteem by responding positively to them.
4. Responsibility, self-control, appreciation of others' views and self-knowledge are keys to emotional growth.



STUDENTS LEARN ABOUT:

- The interdependence between a sense of self and health and wellbeing ⁽¹⁾
 - how a sense of self can impact on health and wellbeing
 - how personal health can impact on one's sense of self
- supporting yourself ⁽²⁾
 - identifying 'put downs'
 - reframing negative thoughts and statements and positive thinking
 - effective stress and anger management
 - appropriate expression of needs and feelings
 - differentiating responsibilities
- supporting others ⁽³⁾⁽⁴⁾
 - 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 other

STUDENTS LEARN TO:

- 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
- 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, e.g. 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
- examine the role of community service, the business sector and other structures in supporting the welfare and interests of others, e.g. volunteer groups, trade unions
- explore attitudes to, and the importance of peer support for, students with particular needs, e.g. those who are pregnant or young parents, those with a long-term illness

A Catholic perspective would add:

- critique types of relationships and forms of behaviour in terms of how well they accord with the call to be truthful and authentic in our relationships with others.



SCRIPTURE

- "I have called you by name." (Is 43:1)
- "Let your love be genuine; hate what is evil, hold fast to what is good; love one another with mutual affection; outdo one another in showing honour." (Rom 12:9-10)
- The gifts of the Spirit are for the good of all, not just the individual: "For in the one Spirit we were all baptised into one body - Jews or Greeks, slaves or free - and we were all made to drink of one Spirit." (1 Cor 12:13)
- We are responsible for each other: "In everything, do to others as you would have them do to you; for this is the law of the prophets." (Mt 7:12)
- Quality friendships reflect our friendship with God: "Faithful friends are life-saving medicine and those who fear the Lord will find them." (Si 6:16)
- There are special qualities of true friendship. (Col 3:11-14)



PRINT/MEDIA RESOURCES

Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.

Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
Ruskin, R. & Proctor K. (2005), *Active outcomes 2: PDHPE stage 5*. Jacaranda: Queensland.



WEB RESOURCES:

Catholic Education Commission

www.cecnsw.catholic.edu.au

DET curriculum Support

www.curriculumsupport.education.nsw.gov.au

PDHPE Teachers Association

www.pdhpetta.org



OTHER ELECTRONIC RESOURCES

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READINGS

(1) As we grow we deepen our understanding of self and others.

(Personal Development and Christian Values pp. 50, 52, 55)

(2) The emotional intensity of adolescence

"Feelings are morally neutral; it is only their application that can be described as 'good' or 'bad'. During school years, students often go through the full range of emotions. Patience and compassion are required for both oneself and others if one is to discern the will of God in one's life." (The Word Dwells Among Us, pp. 14-15)

(3) Reference points for moral decision making

Various prevailing attitudes to the expression of needs and feelings are at odds with Catholic teaching. Some proclaim: "You should do what feels right for you." Often Catholic decision-making and behaviour are based, rather, on Gospel values, the Decalogue, the Beatitudes and The Greatest Commandment. (Refer to The Word Dwells Among Us, p. 15)

(4) Men and women as equals

"God created the human person - man and woman both - as part of a unified divine plan and in his own image. Men and women are therefore equals before God: equal as persons, equal as children of God, equal in dignity and equal in rights." (Paul VI, Address to The Study Commission on Women, 31 January 1976)



Outcome 5.2 A STUDENT EVALUATES THEIR CAPACITY TO REFLECT ON AND RESPOND POSITIVELY TO CHALLENGES



BELIEFS AND VALUES

1. We should aim to develop fully our God-given gifts.
2. We change and grow as we pass through stages on our journey to full maturity. God is with us on this journey, reassuring and challenging.
3. The Gospels assist us in observing, exploring, interpreting and evaluating our life experiences.

STUDENTS LEARN ABOUT:

- challenges and opportunities ⁽¹⁾
 - 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
- strengthening resiliency ⁽²⁾
 - characteristics of resiliency
 - skills that enhance resilience, e.g. problem-solving
 - self-monitoring
 - maintaining a realistic perspective
 - attitudes to change

STUDENTS LEARN TO:

- 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, e.g. application letter, locating and evaluating job advertisements
- 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



SCRIPTURE

- We can find strength when we search for justice. (Is 42:1-4)
- Mary accepted changes that were part of God's plan. (Lk 1:46-55)
- There are seasons and times for change. (Ecc 3:4-7)





PRINT/MEDIA RESOURCES

- Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 2: PDHPE stage 5*. Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission	www.cecnsw.catholic.edu.au
DET curriculum Support	www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association	www.pdhpetra.org
Wheelchair Sports	www.nswwsa.org.au
Department of Education, Youth Affairs	www.detya.gov.au
TAFE	www.tafensw.edu.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD
Fit for the Job AV
Association of Independent Schools NSW and CEOs of Broken Bay, Parramatta, Sydney & Lismore (2004), Years 7-10 PDHPE Syllabus Support Materials, Sydney: AIS.



READINGS

- (1) Finding purpose in our lives
“As they discover and follow their vocations, people fulfil the potential given them by the Creator. To this extent they also experience personal peace, joy and satisfaction. They become the people God wanted them to be.” (The Word Dwells Among Us, pp. 95-61)
- (2) Our emotions contribute to the richness of life
(Personal Development and Christian Values, p. 50)

Outcome 5.3 A STUDENT ANALYSES FACTORS THAT CONTRIBUTE TO POSITIVE, INCLUSIVE AND SATISFYING RELATIONSHIPS



BELIEFS AND VALUES

1. All people are equal, possessing equal dignity.
2. We strive to be objective by being aware of possible bias or prejudice.
3. We are essentially social creatures, strengthening our identity in relationships and community.
4. We are invited to grow and develop, and to assist the growth and development of others and of society.
5. We are invited to accept the truth and meaning of sexuality and how this calls us to support an understanding of marriage and family which accords with truth.

STUDENTS LEARN ABOUT:

- **developing equal and respectful relationships** (1)(2)
 - active listening
 - decision-making
 - negotiation
 - conflict resolution
 - use of power in relationships
 - empathy
 - speaking up
- **recognising and responding to abusive situations**
 - recognising situations where abuse may occur
 - family 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
- **affirming diversity** (3)(4)
 - strength in diversity
 - empathy and understanding
 - respect and trust
 - building inclusion
 - appreciating diversity as normal
 - valuing individual differences and perspectives

STUDENTS LEARN TO:

- develop ground rules and boundaries when forming new relationships
- explore how the appropriate use of personal power can contribute to positive relationships
- examine power, conflict and cooperation in different settings including friendship groups, in the school context, family and workplace
- identify situations - such as in a crowd, at a party, going out with others in cars, at work - 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
- clarify personal values and challenge negative community values and images relating to diversity
- design an advocacy strategy that affirms difference and diversity



STUDENTS LEARN ABOUT:

- **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

STUDENTS LEARN TO:

- 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 #

* A Catholic perspective would add:

- the reasons preferential social support for traditional marriage and family is not discrimination.

A Catholic perspective would add:

- explain why traditional marriage and family are essential to community life and deserving of preferential legal and legislative support.



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, e.g. 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).



SCRIPTURE

- "God saw everything that He had made and, indeed, it was very good." (Gen 1:31)
- As God's people we are of great diversity. (Gal 3:28)
- We are responsible for each other: "In everything do to others as you would have them do to you; for this is the law of the prophets." (Mt 7:12)
- Jesus broke through the conventions of prejudice that limited acceptance and communication. "Jews, in fact, do not associate with Samaritans." (Jn 4:7-42)



PRINT/MEDIA RESOURCES

- Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 2: PDHPE stage 5*. Jacaranda: Queensland.





WEB RESOURCES

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www.pdhpetra.org



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD
Association of Independent Schools NSW and CEOs of Broken Bay, Parramatta, Sydney and Lismore (2004), Years 7-10 PDHPE Syllabus Support Materials, Sydney: AIS.



READINGS

(1) Male and female - of equal dignity

"By creating the human being man and woman, God gives personal dignity equally to the one and the other." (Catechism of the Catholic Church, 2393)

(2) The special opportunities of youth

"Youth is the time for new contacts, new friendships. It is through this contact with others that youth will gain experience in the ability to make critical judgements and the capacity of discernment, gradually learning the essential truth concerning everyone and concerning themselves." (To the Youth of the World, n. 14)

(3) Effective communication contributes to satisfying relationships

(Personal Development and Christian Values, p. 70)

(4) Our relationships contribute to our growth as human beings

(The Word Dwells Among Us, pp. 21, 40, 41, 63)



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.

Commitment to the development of skills of movement composition and performance reflects the Christian belief in the beauty and wholeness of the human person: soul and body, mind and spirit, and our responsibility to nurture our physical and aesthetic capacities.

Being able to make informed choices relating to developing, refining and analysing our whole potential, particularly through our bodies, requires us to reflect on St Paul's teaching regarding developing in the image of Christ.

Skilling requires being disciplined about the task. It is essential that such dedication is always in the context of becoming a disciple of God's designs and not a disciple of the body. This is not to denigrate the artistry and expression implicit in movement mastery, control and development of performance repertoire.

Artistic expression should be highly appreciated, both for its own excellence and for what it does for others. The work of artistic people can penetrate and illuminate the deepest recesses of the human spirit. It can make spiritual realisation immediate by expressing it in a way that the senses can comprehend. Through this expression we come to know ourselves better. This is not only a cultural benefit but a moral and religious one as well.

Certainly the spiritual, aesthetic and kinaesthetic aspects of movement draws on the artistry within us as we incorporate them in movement patterns. The body is the key to our relationships with others and the world. It is essential to be sensitive to and aware of the interconnectedness of creation patterns in movement and the universe.

Outcome 5.4 A STUDENT ADAPTS, TRANSFERS AND IMPROVISES MOVEMENT SKILLS AND CONCEPTS TO IMPROVE PERFORMANCE.



BELIEFS AND VALUES

1. Jesus Christ, being true God and true man, without losing his divine nature, assumed human nature. In Jesus, God became a flesh-and-blood human being.
2. The beauty of the human body and its elegant movement touches the human spirit.
3. We should aim to develop ourselves to our full potential.



STUDENTS LEARN ABOUT:

- aspects of movement skill development
 - body control and awareness
 - object manipulation and control
 - anticipating and timing
 - technique
- 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
- applying mechanical principles to enhance performance
 - absorbing and applying force
 - balance and stability
 - momentum

STUDENTS LEARN TO:

- 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
- 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
- experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique



SCRIPTURE

- "We are God's work of art ... created in Christ Jesus to live the good life as He from the beginning has meant us to live it." (Eph 2:10)



PRINT/MEDIA RESOURCES

- Lumsden, K. (2001) *P.E. games and activities kit for grades 7-12: over 250 games to put new variety and challenge into your physical education program*, Parker: New Jersey.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2* (2nd ed), Macmillan: Victoria.
- Newton, D. & Wositsky, J. (1980) *The Bushwackers Band Dance Book*, Greenhouse: Melbourne.
- Ruskin, R., Proctor K. & Harper K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET curriculum Support
PDHPE Teachers Association
Surf Life Saving NSW
Royal Life Saving Society of NSW
Invasion Games

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.surflifesaving.com.au
www.nsw.royallifesaving.com.au
www.standards.dfes.gov.uk



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Dignity of the body

"The human body shares in the dignity of 'the image of God': it is a human body precisely because it is animated by a spiritual soul, and it is the whole human person that is intended to become, in the body of Christ, a Temple of the Spirit." (Catechism of the Catholic Church, 364)

Outcome 5.5 A STUDENT COMPOSES, PERFORMS AND APPRAISES MOVEMENT IN A VARIETY OF CHALLENGING CONTEXTS.



BELIEFS AND VALUES

1. God calls us to become complete persons, to build a strong sense of self worth, and to develop our various gifts and potentials.
2. Physical performance and sport are at the service of humanity. They share a great educative value, not only as bodily disciplines but as healthy means of interacting positively with others.



STUDENTS LEARN ABOUT:

- **features of movement composition**
 - purpose
 - responding to stimuli
 - improvising
 - planning
 - sequencing
 - performing
- **elements of composition**
 - space
 - dynamics
 - rhythm and timing
 - relationships
- appreciating movement composition and performance ^{(1) (2)}
 - aesthetic appreciation
 - qualities of performance
 - analytical techniques

STUDENTS LEARN TO:

- 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
- compose and perform increasingly complex and challenging movement sequences using the elements of composition
- 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).





SCRIPTURE

Music and dance have important functions in the lives of all. "Then the prophet Miriam, Aaron's sister, took a tambourine in her hand; and all the women went after her with tambourines and dancing." (Ex 15:20); "Praise Him with tambourine and dance." (Ps 150:4); "There is a time to mourn, and a time to dance." (Ecc 3:4); "David danced before the Lord with all his might." (2 Sam 6:14)

Ultimately our various gifts and talents are not for personal use and satisfaction, but for the glory of God and the service of others. (1 Cor 12:4-6)



PRINT/MEDIA RESOURCES

Lumsden, K. (2001) *P.E. games and activities kit for grades 7-12: over 250 games to put new variety and challenge into your physical education program*, Parker: New Jersey.

Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.

Newton, D. & Wositsky, J. (1980) *The bushwackers band dance book*, Greenhouse: Melbourne.

Ruskin, R., Proctor K. & Harper K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission

www.cecnsw.catholic.edu.au

DET Curriculum Support

www.curriculumsupport.education.nsw.gov.au

PDHPE Teachers Association

www.pdhpeta.org



OTHER ELECTRONIC RESOURCES

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READINGS

(1) Inner beauty

"The human body, oriented interiorly by the sincere gift of the person, reveals not only its masculinity and femininity on a physical plane, but reveals also such a value and such a beauty as to go beyond the purely physical dimensions." (Pope John Paul II, *The Theology of the Human Body*, 1997, p. 65)

(2) Importance of sport

"Sport is a discipline which, if practised with respect for the rules, becomes an educational instrument and a vehicle for important human and spiritual values."

Athletes need "to ensure that sport contributes to building a society characterised by mutual respect, loyalty of behaviour, and solidarity between people and cultures". (Pope Benedict XVI, General Audience 20 September 2005)



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 minimise 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.

God-given responsibility

The Catholic perspective on this strand stresses the dignity and value of the human person. The development of a healthy body and mind, through wise health decisions and appropriate behaviour, is a responsibility we have towards our Creator.

Building up a healthy community

Our responsibilities are not confined to ourselves. Through healthy and supportive relationships we help others to move towards a fullness of life. We also contribute to the health of society and culture through our attitudes, decisions and behaviours.

Outcome 5.6 A STUDENT ANALYSES ATTITUDES, BEHAVIOURS AND CONSEQUENCES RELATED TO HEALTH ISSUES AFFECTING YOUNG PEOPLE.



BELIEFS AND VALUES

1. Each individual has a unique human dignity which entails rights and responsibilities.
2. Attention to personal health can be seen as a grateful response to God's gift of life.
3. We have a right to open and honest information regarding the goods and services which we consume and receive.
4. We have personal responsibility for our decisions and actions.

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:

- **mental health**
 - understanding mental health
 - maintaining connections
 - help-seeking behaviours
 - loss and grief: helpful and unhelpful strategies
 - reaching out: helping yourself and helping others
- **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
- **drug use⁽¹⁾**
 - 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
- **sexual health⁽²⁾**
 - 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
- **road safety**
 - responsible driver and passenger behaviour
 - 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 hazard perception, road sharing and tolerance

STUDENTS LEARN TO:

- challenge negative community perceptions of mental health and identify reasons why these have developed
- suggest positive strategies to deal with loss and grief
- 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
- 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 #
- 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
- 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



- * A Catholic perspective would add:
- the value of limiting sexual intimacy to marriage and how this is the only way of ensuring sexual health.

- # A Catholic perspective would add:
- explain why addicting oneself to a drug is not in keeping with having respect for one's dignity as a human person.

- ## In Catholic schools, any identification and evaluation of sexual health practices, including methods of contraception, would be guided by Catholic moral teaching. In addition, students would learn to:
 - identify the limitations of the various forms of so-called 'safe-sex' practices
 - describe the associated problems and the limitations of the various forms of contraception (including unwanted pregnancy and subsequent pressures for abortion; also post-abortion syndrome)
 - explain the psychological and general health risks associated with promiscuity
 - explain that abstaining from sexual intimacy outside of marriage is the only way of ensuring freedom from STIs
 - explain how being healthy and free of sexual disease is a significant way of preparing for any potential future marriage relationship



SCRIPTURE

- Socially desirable ways of relating to others can be inspired by the Scriptures. (Mt 22:37-39; Ex 20:2-17; Deut 5:6-21)
- The Scriptures offer insights into how to deal with anxiety; for instance, trust in God is contrasted with aimless worrying. (Mt 6:19-34)
- Our food is originally provided by God. At certain times it may be beneficial to deny ourselves the fruits of the earth, responding to the gospel discipline of fasting. (Gen 1:29; Ti 4:3; 1 Cor 6:13; Lk 12:23)
- Sexuality and the complementarity of man and woman are innate human characteristics. (Gen 1:27-28; 2:23-24)
- The human needs for security, peace and love draw us to one another and ultimately to God. There are many Scripture passages which convey a divine concern for the safety and protection of people. (Lk 10:25-37; Mt 20:29-34; Lk 14:1-6)



PRINT/MEDIA RESOURCES

- Australian Government Department of Education, Science and Training (2004), *Rethinking drinking: You're in control (2004 edition), Classroom program*, Australian Brewer's Foundation: South Australia.
- Australian Government Department of Education, Science and Training (2004), *Rethinking drinking: You're in control (2004 edition), student workbook*, Australian Brewer's Foundation: South Australia.
- Commonwealth of Australia (2003), *REDI for school communities: A resilience approach to drug education, Video facilitator guide*, Commonwealth Department of Education, Science and Training: Canberra.
- Commonwealth of Australia (2003), *REDI for school classrooms: Teaching strategies for a resilience approach to drug education, Video facilitator guide*, Commonwealth Department of Education, Science and Training: Canberra.
- Commonwealth Department of Education, Science and Training (2003), *Cannabis and consequences*, Commonwealth of Australia.
- Catholic Education Office Parramatta (2005), *Sexual Health Matters - a sexuality resource for Catholic secondary schools*, Parramatta: CEO.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Roads and Traffic Authority NSW (2004), *Shifting Gears: Stage 5*, Roads and Traffic Authority: NSW.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Ruskin, R., Proctor K. & Harper K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.





WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Australian Institute of Health & Welfare
NSW Cancer Council
National Heart Foundation
NSW Health Care
Australian Drug Foundation
Engender Health
Family Planning Association
World Health Organisation
NSW Anti-Discrimination Board

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.aihw.gov.au
www.nswcc.org.au
www.heartfoundation.com.au
www.health.nsw.com.au
www.adf.org.au
www.engenderhealth.org
www.fpa.net.au
www.who.int
www.lawlink.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Defence against illicit drug use

"A permissive society which does not offer valid values for life inevitably promotes alienating escapism, to which the young are particularly vulnerable. Their idealism encounters the harshness of life, creating a tension which may provoke a destructive escape in drugs. The prolonged use of drugs leads to physical and psychological destruction." (Sacred Congregation for Catholic Education, Educational Guidance in Human Love, 1984, n. 104)

(2) Human sexuality

"Sexuality is a fundamental component of personality, one of its modes of being, of manifestation, of communicating with others, of feeling, expressing and of living human love." (Sacred Congregation for Catholic Education, Educational Guidance in Human Love (1984), n. 4)



Outcome 5.7 A STUDENT ANALYSES INFLUENCES ON HEALTH DECISION-MAKING AND DEVELOPS STRATEGIES TO PROMOTE HEALTH AND SAFE BEHAVIOURS



BELIEFS AND VALUES

1. Life is a precious gift entrusted to us by God.
2. We have a duty to care for ourselves, to protect ourselves and to do all we can to keep safe.
3. The virtues of prudence and patience help us to deal with potentially unsafe situations.
4. It is important to understand and accept our own strengths and weaknesses and to build our self-esteem.
5. The Gospels assist us with observing, exploring, interpreting and evaluating our life experiences.

STUDENTS LEARN ABOUT: *

- **influences on health decision-making and risk behaviours**
 - individual factors, eg values and attitudes
 - sociocultural 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
- **empowering individuals and communities**
 - individual action
 - community action
 - developing personal skills, eg advocacy
 - developing supportive environments

STUDENTS LEARN TO:

- 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
- 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.

* A Catholic perspective would add:

- application of the knowledge of health products and support services within Catholic ethical and moral frameworks.



SCRIPTURE

- We aspire to fitness and good health. (Sir 30:14-17)
- We should base our decisions on core values. (Mic 6:8)
- We have a duty to make responsible decisions and look after each other. (Gal 5:13-15)
- Human dignity is diminished by a philosophy of consumerism. (Gal 4:6-7; Mt 5:19)



PRINT/MEDIA RESOURCES

- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004). *Jump into PDHPE: Book 2* (2nd ed), Macmillan: Victoria.
- Ruskin, R., Proctor K. & Harper K. (2005). *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission

www.cecnsw.catholic.edu.au

DET Curriculum Support

www.curriculumsupport.education.nsw.gov.au

PDHPE Teachers Association

www.pdhpetra.org

Choice

www.choice.com.au

Commonwealth Mental Health & Special Programs

www.mentalhealth.gov.au

Commission for Children & Young People

www.kids.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) The precious gifts of life and health

"Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good." (Catechism of the Catholic Church, 2288)



Outcome 5.8 A STUDENT CRITICALLY ANALYSES HEALTH INFORMATION, PRODUCTS AND SERVICES TO PROMOTE HEALTH.



BELIEFS AND VALUES

1. As responsible people, we should make thoughtful health choices and decisions, aware of consequences to ourselves and others.
2. We have a right to open and honest information regarding the goods we consume and the services we receive.
3. Exercise of discernment and critical evaluation help us to make decisions that are in accordance with our conscience.

STUDENTS LEARN ABOUT:

- **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

STUDENTS LEARN TO:

- 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).



SCRIPTURE

- We must keep things in perspective. Some forms of marketing of health products can lead us to an unhealthy preoccupation with our bodies. (Ex 20:3)
- Jesus challenged people to analyse their own motives and to think more clearly and honestly. (Mk 12:13,17)



PRINT/MEDIA RESOURCES

- National Centre for Education and Training on Addiction (NCETA) Consortium (2004) *Alcohol and Other Drugs: A Handbook for Health Professionals*, Australian Government Department of Health and Ageing: Canberra.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R., Proctor K. & Harper K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org



OTHER ELECTRONIC RESOURCES

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READINGS

(1) The dangers of excess

"The virtue of temperance disposes us to avoid every kind of excess: the abuse of food, alcohol, tobacco or medicine. Those incur grave guilt who, by drunkenness or a love of speed, endanger their own or others' safety on the road, at sea, or in the air." (Catechism of the Catholic Church, 2290)



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.

Our lives are sacred gifts of God, the source of all life. In living active and fulfilling lives, we reflect the creative majesty of God.

In caring for ourselves we must be responsible and purposeful in our planning and our activities, interacting positively with others as we develop both ourselves and our community.

Outcome 5.9 A STUDENT FORMULATES GOALS AND APPLIES STRATEGIES TO ENHANCE PARTICIPATION IN LIFELONG PHYSICAL ACTIVITY.



BELIEFS AND VALUES

1. God's meaning and purpose for us are present in every aspect of our lives.
2. We are called to wholeness, completeness and maturity.
3. We are entrusted with the responsibility of caring for and nurturing our bodies and minds as we make responsible decisions for ourselves and others.

STUDENTS LEARN ABOUT:

- **lifelong physical activities** ⁽¹⁾⁽²⁾
 - 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

STUDENTS LEARN TO:

- 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





SCRIPTURE

- A balanced life calls for the development of a variety of skills and interests. “For everything there is a season and a time for every matter under heaven.” (Ecc 3:1)



PRINT/MEDIA RESOURCES

- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission	www.cecnsw.catholic.edu.au
DET Curriculum Support	www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association	www.pdhpetpa.org
Royal Life Saving Society NSW	www.nsw.royallifesaving.com.au
Surf Life Saving NSW	www.surflifesaving.com.au
Australian Sports Commission	www.ausport.gov.au
Surf Cam	www.surfcam.com.au
NSW Sport and Recreation	www.dsr.nsw.gov.au
Channel 9 Sport	www.ninemsn.com.au
Sydney Morning Herald	www.smh.com.au
NSW Fisheries	www.fisheries.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) The dignity of our lifestyle

“Our lifestyle should be influenced by the realisation that God works through all that we do. Our work and other aspects of our lifestyle humanises and orders nature. It joins each person to others in service and charity. Through all facets of our lifestyle, we are potential partners in perfecting God’s creation. Christ gives our lifestyle its ultimate dignity.” (Church in the Modern World, n. 34)

(2) We are called to engage the world

As Teilhard de Chardin quite rightly observed about Western work, it is simply not good enough to view ourselves as angels passing time in a foreign land in a “vale of tears”. God invites us to enter into the development of the universe. “Offering up the day” is not sufficient: effective engagement in the world is also invited and required by God. (The New Dictionary of Theology, pp. 1101-1102)



Outcome 5.10 A STUDENT ADOPTS ROLES TO ENHANCE THEIR OWN AND OTHERS' ENJOYMENT OF PHYSICAL ACTIVITY.



BELIEFS AND VALUES

1. We are stewards of our bodies which in turn are connected to other people with whom we interact and to whom we have responsibilities.
2. Our decisions have consequences for ourselves and for our community.



STUDENTS LEARN ABOUT:

- **roles in physical activity**
 - administrative roles
 - official roles
 - leadership roles
 - individual and team player roles
 - coaching, instructing or choreography roles
 - media/publicity roles
 - volunteering
- strategies for enhancing others' enjoyment of and participation in physical activity
 - awareness-raising
 - establishing policy
 - identifying and accessing support structures
 - identifying physical activity needs

STUDENTS LEARN TO:

- 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
- 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.



SCRIPTURE

- We have a duty and a privilege to assist in the development of others. (Gal 5:13-15)





PRINT/MEDIA RESOURCES

- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.



WEB RESOURCES

- Catholic Education Commission www.cecnsw.catholic.edu.au
DET Curriculum Support www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association www.pdhpetra.org



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Responsibility to care for ourselves

"Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good." (Catechism of the Catholic Church, 2288)



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.

Attention to students with special education needs has a particular relevance to all Catholic schools whose policies express strong commitment to such students. Programs in Life Skills are powerful instruments for educating students towards self-esteem, respectful relationships, healthy lifestyles and a fullness of life that reflects authentic Christian values.

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 LS.11 LS.12 LS.13 LS.14 LS.15 LS.16 LS.17	recognises and responds to safe and unsafe situations demonstrates safe practices that promote personal wellbeing makes healthy nutritional choices demonstrates appropriate behaviours associated with eating and drinking recognises and assists with routine health care procedures undertakes personal hygiene and grooming demonstrates an understanding of issues associated with sexuality identifies the appropriate and inappropriate use of substances
participate in and promote lifelong physical activity	LS.18 LS.19 LS.20	recognises components of a balanced lifestyle demonstrates skills required to participate in a preferred physical activity 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 LS.22 LS.23 LS.24 LS.25 LS.26	uses appropriate communication strategies in a variety of contexts uses appropriate strategies in response to at-risk situations supports and cooperates with others in a range of activities moves confidently in a range of contexts engages in practices that promote health and safety 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 26-28 of this document.



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

This strand is particularly significant in the curriculum of the Catholic school as it deals with questions of personal identity, and the rights and responsibilities we all have in relation to each other.

As people made in the image and likeness of God, and as followers of Christ, students must truly value themselves and others. The gift of their uniqueness is to be treasured.

Christians, however, are not isolated individuals. Growth to maturity requires caring and compassionate interaction with others.



BELIEFS AND VALUES

1. Each of us is created in the image of God and is, therefore, of inherent dignity and worth.
2. Self-acceptance and self-respect are fundamental to healthy growth.
3. We are created to be responsible for ourselves, others and the world we share.
4. Our sexuality is an intrinsic part of ourselves, to be understood, celebrated and expressed according to God's plan for us.



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

STUDENTS LEARN ABOUT:

- how people are similar to each other
- the needs people have in common ⁽¹⁾
- how people are different from each other
- what makes people unique ⁽²⁾

STUDENTS LEARN TO:

- recognise similar characteristics of students within the class group, eg body shape and features, feelings, interests and abilities
- recognise some of the needs of students within the class group, eg love, sense of belonging, friendship, shelter, assistance, medication, physical aids (glasses, wheelchair)
- 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
- 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:

- the nature and purpose of physical changes during puberty ⁽³⁾

STUDENTS LEARN TO:

- 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
- 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:

- the emotional changes that occur during adolescence ⁽¹⁾
- the management of feelings and emotions during adolescence

STUDENTS LEARN TO:

- identify the feelings and emotions that occur during adolescence, eg mood changes, sexual feelings, frustration, anger, rejection, self-worth
- 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:

- behaviour that is appropriate in a range of situations

STUDENTS LEARN TO:

- 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 changeroom
- 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:

- the nature and range of relationships
- enhancing positive relationships

STUDENTS LEARN TO:

- 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
- 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:

- initiating relationships
- maintaining relationships
- the factors that may cause a relationship to change or end
- strategies to deal with changing relationships

STUDENTS LEARN TO:

- demonstrate the skills to initiate relationships, eg communicating clearly, listening attentively, engaging with others in activities of common interest
- 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
- 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
- use strategies to cope with changing or concluding relationships, eg identifying people with whom they can share feelings of grief, accessing support or assistance



SCRIPTURE

- God knows us completely (PS139)
- “I have called you by name.” (Is 43:1)
- Our body is a gift of God, “God’s temple”, to be treated with respect. (1 Cor 3:16)
- We are responsible for each other: “In everything, do to others as you would have them do to you; for this is the law of the prophets.” (Mt 7:12)
- Quality friendships reflect our friendship with God: “Faithful friends are life-saving medicine and those who fear the Lord will find them.” (Si 6:16)
- There are special qualities of true friendship. (Col 3:11-14)



PRINT/MEDIA RESOURCES

- Catholic Education Office Parramatta (2005), *Sexual Health Matters - a sexuality resource for Catholic secondary schools*, Parramatta: CEO.
- Commonwealth of Australia (2000), *Mindmatters: A mental health promotion resource for secondary schools*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004) *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*. Jacaranda: Queensland.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 2: PDHPE stage 5*. Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission	www.cecnsw.catholic.edu.au
DET Curriculum Support	www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association	www.pdhpetta.org
Kid Safe	www.kidsafe.com.au
Kids help Line	www.kidshelp.com.au
Police	www.police.nsw.gov.au





OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Sacredness of human life

"Every human life, from the moment of conception until death, is sacred because the human person has been willed for its own sake in the image and likeness of the living and holy God." (Catechism of the Catholic Church, 2319)

(2) Uniqueness of individual

"The infant is a unique reflection of the singular bond between husband and wife - for no other combination of persons could have produced this particular child." (Human Sexuality p. 44)

(3) A characteristic of adolescence

"During this period of physical growth, it is likely that early adolescents feel awkward, confused and uneasy about their bodies. At this time early adolescents become intensely concerned about their self-identity and are interested in learning more about themselves, which leads them through a period of self-consciousness." (Human Sexuality, p. 104)

(4) The emotional intensity of adolescence

"Feelings are morally neutral; it is only their application that can be described as 'good' or 'bad'. During school years, students often go through the full range of emotions. Patience and compassion are required for both oneself and others if one is to discern the will of God in one's life." (The Word Dwells Among Us, pp. 14-15)

Strand 2: MOVEMENT SKILL AND PERFORMANCE

This strand reinforces the Christian commitment to the care and nurture of our bodies. Jesus took on a human body and shared the joys and suffering of human life.



BELIEFS AND VALUES

1. We have responsibility to care for our bodies, maintaining our physical fitness and health.
2. Elegant movement and artistic performance can touch the deepest recesses of the human spirit.
3. God loves us and delights in our expression and enjoyment of His gifts.
4. As we grow and develop, we are challenged to develop our capacities and gifts: our intellect, our emotions, our spirit; our will and our physical bodies.

LS.8 A student demonstrates a range of movement skills across environments.

STUDENTS LEARN ABOUT:

- moving around in the environment
- participating in physical activities, team games and sports

STUDENTS LEARN TO:

- 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
- 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:

- the importance of physical activities in maintaining a healthy lifestyle (VU2)
- participating in physical activities

STUDENTS LEARN TO:

- recognise that participation in physical activities is important to maintain health and fitness
- 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



SCRIPTURE

- Human beings express themselves through dance in all times and cultures: "David danced before the Lord with all his might ...". (2 Sam 6:4)
Ultimately, our various gifts and talents are not merely for personal use and satisfaction, but for the glory of God and the service of others. (1 Cor 12:4-6)



PRINT/MEDIA RESOURCES

- Lumsden, K. (2001) *P.E. games and activities kit for grades 7-12: over 250 games to put new variety and challenge into your physical education program*, Parker: New Jersey.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 2 (2nd ed)*, Macmillan: Victoria.
- Newton, D. & Wositsky, J. (1980) *The bushwackers band dance book*, Greenhouse: Melbourne.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.
- Ruskin, R., Proctor K. & Harper K. (2005), *Active outcomes 2: PDHPE stage 5*, Jacaranda: Queensland.





WEB RESOURCES

Catholic Education Commission
DET Curriculum Support
PDHPE Teachers Association
Australian Sports Commission

www.cecnsw.catholic.edu.au
www.curriculumsupport.education.nsw.gov.au
www.pdhpeta.org
www.ausport.gov.au



OTHER ELECTRONIC RESOURCES

Association of Independent Schools NSW and CEOs of Broken Bay, Parramatta, Sydney and Lismore (2004), *Years 7-10 PDHPE Syllabus Support Materials*, Sydney: AIS.



READINGS

(1) Dignity of the body

"The human body shares in the dignity of 'the image of God': it is a human body precisely because it is animated by a spiritual soul, and it is the whole human person that is intended to become, in the body of Christ, a temple of the Spirit." (Catechism of the Catholic Church, 364)

(2) Inner beauty

"The human body, oriented interiorly by the sincere gift of the person, reveals not only its masculinity and femininity on a physical plane, but reveals also such a value and such a beauty as to go beyond the purely physical dimensions." (Pope John Paul II, *The Theology of the Human Body*, p. 65)



Strand 3: INDIVIDUAL AND COMMUNITY HEALTH

In the Catholic school, this strand is approached with the understanding that all human life is a sacred gift to be valued and wisely cared for.

Decisions and choices made by individuals and groups about lifestyle, health issues and appropriate behaviour are, in reality, decisions and choices which reflect a valuing and cherishing of that wonderful gift of life coming from God.



BELIEFS AND VALUES

1. Life is a precious gift entrusted to us by God.
2. Attention to personal health and safety can be seen as a grateful response to God's gift of life.
3. We are all in relationship with others. Our decisions and actions affect the lives of others.
4. Our sexuality is an intrinsic part of ourselves, to be understood, celebrated and expressed according to God's plan for us.

LS.10 A student recognises and responds to safe and unsafe situations.

STUDENTS LEARN ABOUT

- safe and unsafe situations

STUDENTS LEARN TO

- 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
- 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:

- 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

STUDENTS LEARN TO:

- 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:

- foods that promote good health
- a nutritious and balanced diet
- eating and drinking appropriately

STUDENTS LEARN TO:

- 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
- demonstrate healthy choices when selecting foods in a range of situations
- recognise nutritional levels of food from labels and packaging
- explore factors that influence food choices, eg advertisements, peer pressure, culture
- 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:

- personal health care
- the importance of hygiene and grooming

STUDENTS LEARN TO:

- recognise their own health care needs, eg toileting, medication
- 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
- 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:

- issues associated with sexuality ⁽²⁾

STUDENTS LEARN TO:

- 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

A Catholic perspective would interpret this outcome to read:

- identify the following issues associated with sexuality: consent, privacy, self-respect, pregnancy, sexually transmitted diseases, limitations of so-called safe sex.

LS.17 A student identifies the appropriate and inappropriate use of substances.

STUDENTS LEARN ABOUT:

- the appropriate and inappropriate use of substances⁽³⁾

STUDENTS LEARN TO:

- 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



SCRIPTURE

- Human beings are created in God's image and likeness. Hence there is a sacredness in our bodily dimension. (Gen 1:26)
- A balanced life calls for the development of a variety of skills and interests. A season and a time for everything. (Ecc 3:1)
- The importance of self-esteem is illustrated in Jesus' pronouncements. (Mt 22:37-39)
- Human dignity is diminished by a philosophy of consumerism. (Gal 4:6-7; Mt 5:19)
- Our sexuality is an intrinsic part of ourselves. (Eph 5:28 and 5:21-33)



PRINT/MEDIA RESOURCES

Growing Up Safely (2006). This resource kit has been prepared by the Parramatta CEO to support teachers and parents who are addressing the needs of children with intellectual disability, in the areas of protective behaviours and sexuality education. Available from Special Education Resource Centre, Mt Druitt. (Phone (02) 9677 4340).



- Australian Government Department of Education, Science and Training (2004), *Rethinking drinking: You're in control (2004 edition)*, Classroom program, Australian Brewer's Foundation: South Australia.
- Commonwealth of Australia (2003), *REDI for school communities: A resilience approach to drug education*, Video facilitator guide, Commonwealth Department of Education, Science and Training: Canberra.
- Commonwealth Department of Education, Science and Training (2003), *My TV: Resilience and drug education resources for lower secondary students*, Commonwealth of Australia.
- Nemec, M., Buchanan, D., Watt, A., & Dawe, B. (2004), *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- NSW Roads and Traffic Authority (2004), *Road risks - your choice*, NSW Roads and Traffic Authority.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.



WEB RESOURCES

Catholic Education Commission	www.cecnsw.catholic.edu.au
DET Curriculum Support	www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association	www.pdhpetra.org
Food Calculators	www.kfc.com.au www.mcdonalds.com.au www.subway.com.au
Commonwealth Government	www.health.gov.au
Australian Institute of health & Welfare	www.aihw.gov.au
NSW Cancer Council	www.nswcc.org.au
National Heart Foundation	www.heartfoundation.com.au
NSW Health Care	www.health.nsw.gov.au
Kid Safe	www.kidsafe.com.au
Kids Help Line	www.kidshelp.com.au
Surf Life Saving NSW	www.surflifesaving.com.au
Royal Life Saving Society NSW	www.nsw.royallifesaving.com.au
NSW RTA	www.rta.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Protecting the gift of life

"Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good." (Catechism of the Catholic Church, 2288)



(2) Inner beauty

"The human body, oriented interiorly by the sincere gift of the person, reveals not only its masculinity or femininity on a physical plane, but reveals also such a value and such a beauty as to go beyond the purely physical dimension." (John Paul II, the Theology of the Human Body, p. 65)

(3) Danger of drugs

"The use of drugs inflicts very grave damage on human health and life. Their use, except on strictly therapeutic grounds, is a grave offence." (Catechism of the Catholic Church, 2291)



Strand 4: LIFELONG PHYSICAL ACTIVITY

In this strand, the Catholic perspective focuses on the Creator's wish that we should all lead fulfilling lives. Our responsibility is to care for ourselves, nurturing the gifts God has given us.

In caring properly for ourselves, and alert to the needs of others, we must pursue a balanced lifestyle of work, rest, leisure and exercise.



BELIEFS AND VALUES

1. God loves us and delights in our enjoyment of His gift of life.
2. We have responsibilities to care for and develop ourselves, and to help others do the same.
3. Our decisions have consequences for ourselves and others.

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

STUDENTS LEARN ABOUT:

- a balanced lifestyle ^{(1) (2) (3)}
 - rest
 - sleep
 - school/work
 - physical activity
 - leisure and recreation

STUDENTS LEARN TO:

- 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:
<ul style="list-style-type: none"> ▪ participation in physical activities ▪ accessing physical activities in the community 	<ul style="list-style-type: none"> ▪ 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



SCRIPTURE

- The Sabbath has a very special place in a balanced life: “For six days you shall labour and do all your work, but the seventh day is the Sabbath of the Lord your God; on that day you shall not work.” (Ex 20:8-10)
- The Scriptures give several insights into how lifestyle can be viewed. For instance, trust in God is contrasted with an obsession with one’s livelihood. (Lk 12:13-41)
- A balanced life calls for the development of a variety of skills and interests. “For everything there is a season and a time for every matter under heaven.” (Ecc 3:1)
- In all things, God wills our safety and well being. (Ps 121:5-8)
- We have a duty to help others. (Gal 5:13-15)



PRINT/MEDIA RESOURCES

- Nemeć, M., Buchanan, D., Watt, A., & Dawe, B. (2004). *Jump into PDHPE: Book 1 (2nd ed)*, Macmillan: Victoria.
- Ruskin, R. & Proctor K. (2005), *Active outcomes 1: PDHPE stage 4*, Jacaranda: Queensland.





WEB RESOURCES

Catholic Education Commission	www.cecnsw.catholic.edu.au
DET Curriculum Support	www.curriculumsupport.education.nsw.gov.au
PDHPE Teachers Association	www.pdhpetra.org
Australian Sport & Leisure	www.goan.com
Surf Life Saving NSW	www.surflifesaving.com.au
Royal Life Saving Society NSW	www.nsw.royallifesaving.com.au
Australian Sports Commission	www.ausport.gov.au
Surf Cam	www.surfcam.com.au
NSW Sport and Recreation	www.dsr.nsw.gov.au
Channel 9 Sport	www.ninemsn.com.au
Sydney Morning Herald	www.smh.com.au
NSW Fisheries	www.fisheries.nsw.gov.au



OTHER ELECTRONIC RESOURCES

NSW Board of Studies Assessment and Reporting CD



READINGS

(1) Responsibility to care for ourselves

"Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good." (Catechism of the Catholic Church, 2288)

(2) Integrated lifestyle

"Our lifestyle should be influenced by the realisation that God works through all that we do. Our work and other aspects of our lifestyle humanises and orders nature. It joins each person to others in service and charity. Through all facets of our lifestyle, we are potential partners in perfecting God's creation. Christ gives our lifestyle its ultimate dignity." (Church in the Modern World, n. 34)

(3) Dignity of work

"Leo XIII (in Rerum Novarum) recognised that for many, work represents 'a yoke little better than slavery'. Building on this, John XXIII's Mater et Magistra (1961) viewed work as an expression of the human person that should be characterised by freedom and responsibility. Vatican II's Gaudium et Spes (1965) took this a major step further by reviving the biblical notion that God works and that Christians are capable of unfolding the Creator's own energy. Through work we collaborate with Christ and help effect the redemption of humanity." (The New Dictionary of Theology, p. 1101)

(4) Active engagement

"As Teilhard de Chardin quite rightly observed about Western work, it is simply not good enough to view ourselves as angels passing time in a foreign land in a 'vale of tears'. God invites us to enter into the development of the universe. 'Offering up the day' is not sufficient: effective engagement in the world is also invited and required by God." (The New Dictionary of Theology, pp. 1101-1102)

(5) Recreation

"Recreation is an activity often contrasted to work; it is characterised by pleasure, spontaneity, and active participation. This activity provides an opportunity to develop many skills: completing, competing, co-operating, enjoying, experimenting, imagining and forgiving." (Harper's Encyclopedia of Religious Education, pp. 489-491)





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				MOVEMENT SKILL AND PERFORMANCE	
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.	4.2 Identifies and selects strategies that enhance their ability to cope and feel supported. 4.3 Describes the qualities of positive relationships and strategies to address the abuse of power.	5.2 Evaluates their capacity to reflect on and respond positively to challenges. 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.	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.
GAMES AND SPORTS				MOVEMENT SKILL AND 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.
GYMNASISTICS				MOVEMENT SKILL AND PERFORMANCE	
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.	MOVEMENT SKILL AND PERFORMANCE	



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. 4.7 Identifies the consequences of risk behaviours and describes strategies to minimise harm.	5.6 Analyses attitudes, behaviours and consequences related to health issues affecting young people. 5.7 Analyses influences on health decision-making and develops strategies to promote health and safe behaviours.
SAFE LIVING				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. 4.10 Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.	5.9 Formulates goals and applies strategies to enhance participation in lifelong 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.
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.



EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
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 short-term and long-term 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 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 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 emphasising 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.

GLOSSARY

Abortion	The expulsion or removal of the human foetus before it can live outside the womb
Abstinence	Not doing something; not engaging in an activity (often used in terms of refraining from sexual activity).
Adolescence	The developmental stage between childhood and adulthood.
Aesthetics	Appreciation of quality performances or displays.
Analgesics	Drugs that relieve mild or moderate pain. They include aspirin, paracetamol, codeine and non-steroidal anti-inflammatories. Usually self-prescribed.
Analyse	Identify components and the relationships between them; relate implications.
Attitude	A way of thinking about or regarding a person or thing.
BAC	Blood Alcohol Concentration. This is the amount of alcohol that has been absorbed into the bloodstream.
Baptism	One of the Sacraments of initiation into the Christian community. Catholics believe that it establishes a new relationship between the new Christian and God.
BBV	Blood-borne viruses. These are closely linked with studies that centre on HIV/AIDS.
Binge	Consume in excessive amounts.
Body Image	A person's concept of self when focused on physical appearance.
Common Good	Total human well-being, taking into account the needs of the whole community.
Communicate	Convey information and assist understanding.
Compare	Show how things are similar or different.
Competency	Ability to achieve, or master a particular task.
Complementarity	Bringing the parts or partners into a relationship of wholeness and unity.
Conception	Formation of a viable zygote by the union of the male sperm and the female ovum; the commencement of human life.

Conflict Resolution	The process of resolving a conflict in ways that are mutually respectful and life-giving.
Conjugal	Relating to marriage and the mutual relationship of husband and wife.
Consumerism	An approach to life which focuses on the consumption of goods and services. (see Materialistic)
Contraception	Intentional prevention of conception or impregnation through the use of various devices, agents, drugs, sexual practices or surgical procedures.
Contrast	Show how things are different or opposite.
Decision-making	The process of making up one's mind to believe or do something.
Depressant	A drug which slows brain activity and the nervous system.
Describe	Provide characteristics and features.
De facto relationship	Often refers to living with, but not married to, a person with whom one has an ongoing sexual relationship.
Demonstrate	Show by example.
Discernment	Seeing with understanding and thoughtful judgement.
Discrimination	To make a distinction between persons, especially when this is done unjustly on grounds of race, religion, status, colour or sex. To act with prejudice.
Discuss	Identify issues and provide points for and against.
Diversity	Variety. Different characteristics and approaches.
DRABCDA	First Aid management procedure. The process to follow in emergency situations (Danger, Response, Airway, Breathing, Compression, Defibrillation).
Drug	Any substance that, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen.
Dynamics	Refers to how movement is performed in terms of force and flow. Dynamics is one of the elements of movement.
Empathy	Understanding and appreciation of feelings, thoughts and motives of another.
Evaluate	Make judgements based on criteria; determine the value of.
Explain	Relate cause and effect; make the relationships between things evident.
Fidelity	Faithfulness and loyalty to the person or persons to whom one has made commitments and to whom one has responsibilities.

Fitness	A multi-component trait related to the capacity to perform physical activity. It consists of health-related components (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition) as well as skill-related components (agility, balance, coordination, power, reaction time and speed).
Fundamental Movement	An organised series of basic movements that involve the combination Skills of movement patterns of two or more body segments. They are considered the building blocks or foundations of human movement. Running, jumping, throwing, catching, kicking and striking are all examples of fundamental movement skills.
Gospel values	Values that are taught in the gospel accounts of Christ's life and teaching.
Hallucinogen	A drug which changes the way a person perceives reality.
Harassment	Any behaviour that is experienced as offensive, belittling or intimidating.
Health	A state of complete physical, mental, spiritual and social well-being and not merely the absence of disease or infirmity.
Health Advocacy	Arguing or promoting a change for better health by action groups or individuals.
Health Promotion	Individuals and communities work to improve health and prevent illness and disease by empowering people to improve their lifestyle choices.
Homophobic	A person who has an irrational or morbid fear or dread of homosexual people.
Homosexuality	Sexual attraction to persons of the same sex as oneself.
Identify	Recognise and name.
Inequity	Unfair distribution.
Inhalant	A medication, anaesthetic or other compound in vapour or aerosol form, taken by inhalation.
Integrity	Acting out of sound moral principles. Of good character. Displaying a sense of togetherness and wholeness.
Interpersonal skills	Relating to others through negotiation, communication, conflict resolution, and so on.
Intimacy	A close, personal relationship. 'Sexual intimacy' refers to a sexual relationship.
Justify	Support an argument or conclusion with facts and logic.
Laterality	Ability to use both sides of the body (e.g. to kick a ball with left and right foot; throw and catch with both hands).

Lifestyle	Way of life; pattern of living; routines.
Locomotor skills	Skills that are used to move the body through surrounding space.
Materialistic	Placing great value on material possessions which are esteemed more than spiritual and communal values.
Minor games	Simple games with few rules, usually designed to practise skills.
Modified sports	Sports that are adapted to suit young performers by rule or equipment changes.
Moral responsibility	The imperative to make choices based on moral principles.
No-Go-Tell	A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no, to get away from the situation and to seek help, advice and support.
Non-locomotor skills	The range of movements that do not result in the body travelling (e.g. twist, stretch, punch). These skills can be combined with locomotor skills.
Offensive play	Tactics or moves by a team or individual trying to score a try or goal or points against their opposing team.
Outcome	A syllabus outcome expresses a specific intended result of the teaching of the syllabus. Outcomes are derived from the content of the syllabus and are arranged in stages. They provide clear statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning.
Outline	Sketch in general terms; indicate the main features.
Perspective	Seen from a particular point of view (e.g. view of human nature, relationships, purpose of life).
Physical activity	Movement of the large muscle groups in the body, such as walking and swimming.
Plyometrics	Program of exercises such as hops, steps and throws, to pre-stretch and then rapidly shorten muscles, to develop power.
Polydrug Use	Using more than one drug at a time.
Predict	Foretell; foresee results; estimate consequences.
Procreate	To cooperate in giving new life to a child.
Promiscuity	Having sexual relations with a number of partners.
Puberty	The stage of life when a person is physiologically capable of sexual reproduction.
Recommend	Provide reasons in favour of a certain action or product.



Relationships	(i) Connections with other people. (ii) Refers to how movement relates to individuals, groups and objects. It is one of the elements of movement.
Resilience	The process and capacity which allows individuals to successfully adapt to challenges in their lives.
Self-esteem	Respect for oneself.
Sense of self	How we see ourselves; what we believe about ourselves.
Social and emotional development	Involves increasing awareness and realistic expectations of self and others; demonstration of cooperative and pro-social behaviour; constructive conflict resolution; a positive sense of self and others; pride in heritage and background; and a positive attitude to life.
STI	Sexually transmitted infection, passed on by sexual contact.
Social justice	The right ordering of relationships and the right exercise of power in ways that are life-giving for individuals and communities.
Stimulant	A drug which acts on the central nervous system to speed up the messages going to and from the brain.
SWOT analysis	A technique for exploring a problem or issue. It involves identifying relevant strengths, weaknesses, opportunities and threats.
Trust-talk-take control	A personal safety strategy. (Trust your feelings and thoughts on the situation; talk to someone in your support network or police, etc.; take control and devise a plan to keep yourself safe, or leave the situation).
Value	That which is seen as worthy and desirable. (see Gospel values)
Vilification	Defame or speak evil of. Hold up for contempt.
Virtue	The result of attitudes and dispositions, based on moral principles, that govern behaviour and express the most noble aspect of the human condition.

Vatican Council II Documents

in:

Flannery, A.(gen. ed.) (1998) *Vatican Council II*, The Conciliar and Post Conciliar Documents, (vol.1, rev.ed.), Northport, NY: Costello Publishing Company.

ANNOTATED CHURCH DOCUMENTS

- Compendium of the Social Doctrine of the Church, 2005.
 - This publication of the Pontifical Council for Justice and Peace provides a comprehensive summary of doctrine particularly relevant to teachers in areas of human dignity, communal rights and responsibilities, marriage and family.
- Pastoral Constitution of the Church in the Modern World (Gaudium et Spes), 1965.
 - Presents a synthesis of Catholic thinking up to the time of the Council and draws from a vast array of papal statements on social issues.
- Declaration on Religious Liberty (Dignitatis humanae), 1965.
 - Contains excellent reflections on the basic God-given rights of all human beings. The right to immunity in one's search for truth is particularly emphasised (n 2).
- Decree on the Apostolate of Lay People (Apostolicam actuositatem), 1965.
 - Outlines the vocation and spirituality of the lay apostolate. Excellent section on "The Family" (n.11). Further developed by John Paul II, On the Vocation and the Mission of the Lay Faithful in the Church and in the World (1989).
- Decree on the Means of Social Communication (Inter mirifica), 1963.
 - Foundational document on relations between the Church and the media. Should be read in conjunction with 'Communio et progressio' (1971); Pontifical Council for Social Communication, Dawn of A New Era, On the Twentieth Anniversary of 'Communio et progressio' (1992); Pontifical Council for Social Communications, Criteria for Ecumenical and Inter-religious Co-operation in Communications (1989), and Pontifical Council for Social Communications, Pornography and Violence in the Communications Media: A Pastoral Response (1989).
- Dogmatic Constitution on the Church (Lumen gentium), 1964.
 - The central document on the nature and role of the Church. Focusing on 'the Church as mystery', it addresses the roles of Church members. Chapter V on 'The Call to Holiness' for all is particularly important (nn. 39-42). To be read in conjunction with John Paul II, Redeemer of Humanity (1979); Pastoral Constitution on the Church in the Modern World (1965), also in Flannery, Vatican Council II, Volume 1; and John Paul II, On the Holy Spirit in the Life of the Church and the World (1986). The Dogmatic Constitution on the Church, Chapter VIII on 'Our Lady' (nn.52-69) links well with such documents as John Paul II, On the Blessed Virgin Mary in the Life of the Pilgrim Church (1987).



- Declaration on Euthanasia (*Jura et bona*), 1980.
 - A central document on this topic. Refer to supporting documents listed below under Educational Guidance in Human Love, and also to John Paul II, On the Christian Meaning of Human Suffering (1984), and The Reality of Life After Death (1979), in Flannery (ed.), Vatican Council II, Vol. 2.
- Evangelisation in the Modern World (*Evangelii nuntiandi*), 1975.
 - An Apostolic Exhortation by Paul VI. It stresses that the primary mission of the Church is evangelization, or proclamation of the Gospel. Its prophetic statements include: 'We see the Church today in an age dominated as it were by the Holy Spirit' (n.75). Refers to the evangelizing role of all members of the Church. To be used with John Paul II, On the Permanent Validity of the Church's Missionary Mandate (1991); Decree on the Church's Missionary Activity (1965) in Flannery (ed.), Vatican Council II, Volume 1; and Paul VI, Norms for Implementing the Decree on the Church's Missionary Activity (1996).
- Introduction to the Rite of Anointing and to the Pastoral Care of the Sick (*Hominum dolores*), 1972.
 - Provides guidelines for a Catholic perspective on illness and healing – particularly relevant to topics such as HIV/AIDS and anorexia. Support church documents on related sacramental topics are located in Flannery (ed.), Vatican Council II, Vols. 1 and 2.
- Justice in the World (*Convenientes ex universo*), 1971.
 - Examines topics such as Justice and World Society, The Gospel Message and the Mission of the Church, and the Practice of Justice. Related documents include: Leo XIII, On the Condition of the Working Classes (1891); John Paul II, On Human Work (1981); John Paul II, On Social Concerns (1988); Document of the Pontifical Commission, (*Iustitia et pax*) on the occasion of the International Year of Shelter for the Homeless, What Have You Done To Your Homeless Brother and Sister? The Church and the Housing Problem I (1988); Congregation for Catholic Education, Guidelines for the Study and Teaching of the Church's Social Doctrine in the Formation of Priests (1989), and John Paul II, On the Hundredth Anniversary of 'Rerum novarum' (1991).
- The Credo of the People of God (*Solemni hac liturgia*), 1968.
 - One of the principal formalized summaries of Catholic beliefs which 'recapitulates in substance the formulation of Nicea' (Introduction) and also expands the same formulations. This represents a useful summary of the Catholic faith for teachers. It is best used in conjunction with support texts such as: R. Lawler et. al. (eds.) The Teaching of Christ (1978); The Education Committee of the Australian Catholic Bishops Conference, The Word Dwells Among Us (1990), Michael F. Pennock, This Is Our Faith (1989); Sacred Congregation for Divine Worship, Christian Faith and Demonology (1975); and Synod of Bishops, On Dangerous Opinions and on Atheism (1967), the latter two in Flannery, Vatican Council II, Vol. 2 (1982).

- Educational Guidance in Human Love, 1984.
 - This publication of the Sacred Congregation for Catholic Education deals with issues related to the fundamental principles of sexuality, sexuality education, and the involvement of home, school and parish. This document can be used productively in conjunction with: Sacred Congregation for the Doctrine of the Faith, Declaration on Certain Problems of Sexual Ethics (1975); Sacred Congregation for the Doctrine of the Faith, Declaration on Procured Abortion (1974); Sacred Congregation for the Doctrine of the Faith, Sterilisation in Catholic Hospitals (1975); Paul VI, Encyclical Letter On the Regulation of Births (1968), and Sacred Congregation for the Doctrine of the Faith, The Book of Human Sexuality (by the Catholic Theological Society of America – ed. Rev. Anthony Kosnik) (1979). Each of the latter documents may be found in Flannery (ed.) Vatican Council, vol.2. Other associated documents include: Pontifical Council for Social Communications, Pornography and Violence in the Communications Media: A Pastoral Response (1989); Sacred Congregation for the Doctrine of the Faith, Instruction on Respect for Human Life in its Origin and on the Dignity of Procreation, Replies to Certain Questions of the Day (Human Embryos and Artificial Fertilisation) (1987); and the excellent text by the United States Catholic Conference, Human Sexuality, A Catholic Perspective for Education and Lifelong Learning (1991).
- Family and Human Procreation, 2006
 - In this publication, the Pontifical Council for the Family explains Church teaching on a range of issues including abortion, contraception, homosexuality, genetic manipulation and divorce.
- On the Dignity and Vocation of Women (Mulieris dignitatem), 1988.
 - The Apostolic Letter of John Paul II, commences with a connection between the Marian documents' key themes and the dignity and vocation of women. Also connects the discussion with the nature of the Church and its role in the world.
- Peace with God the Creator, Peace With All of Creation, 1990.
 - A brief but crucial address by John Paul II of issues related to creation, the environment and human use and abuse of the earth's resources. Essential background reading on issues such as ecology, pollution and possible solutions to these problems. There are many thematic links between this booklet and the encyclical, also by John Paul II, On Human Work (1981), although the latter treats additional topics such as work and social justice, ownership and employment.
- The Catholic School, 1977.
 - One of the foundational documents on Catholic education, by the Sacred Congregation for Catholic Education which deals with the school as a centre for human formation and with possible practical directions. To be read in conjunction with other central documents such as: the declaration On Christian Education (1965), in Flannery (ed.) Vatican Council II, vol. 1. See also Sacred Congregation for the Clergy, The General Catechetical Directory (1971); Sacred Congregation for Catholic Education, The Catholic School (1977); Lay Catholics in Schools: Witnesses to Faith (1982) and John Paul II, Catechesis In Our Time (1979), in Flannery (ed.) Vatican Council II, vol. 2. Refer in addition to: The Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School, guidelines for reflection and renewal (1988); The Catholic School on the Threshold of the Third Millennium (1998); Australian Episcopal Conference, Renewal of the Education of Faith (1970); and Bishops Committee for Education, Australia Episcopal Conference, We Preach Jesus Christ as Lord, handing on the Faith (1975). For helpful directives on the public and private roles of Catholic school teachers



see Norman Ford, Professional Responsibility and the Private Lives of Teachers in Catholic Schools (1986).

- The Christian Family in the Modern World (*Familiaris consortio*), 1982.
 - This statement by John Paul II discusses positive and negative aspects of family life, its context of marriage, and the various support structures that it needs. This document should be supplemented with references to Wilkinson and Kerr (eds.), *The Secret of Christian Family Life* (1982), John Paul II, *Christian Family in the Teaching of John Paul II* (1990); Cardinal J. Margeot, *The Rock-Solid Family* (Lent 1989), and *The Holy See, Charter of the Rights of the Family* (1980).
- The Church and Racism, *Towards a More Fraternal Society (Iustitia et pax)*, 1989.
 - A comprehensive treatment by the Pontifical Commission for Justice and Peace which examines racist behaviour throughout history, forms of racism, the Christian vision, and the contribution that can be made by Christians today. This document can be used most beneficially in association with: Pontifical Council for Social Communications, *Pornography and Violence in the Communications Media: A Pastoral Response* (1989); Paul VI, *No To Violence, Yes To Peace, Message for the Celebration of the Day of Peace* (1978), and Three California Bishops, 'Racism: A Pervasive Virus', *Origins*, Vol. 22, n. 6 (June 18, 1992) p. 96.
- The Catholic School on the Threshold of the Third Millennium, 1998.
 - This joins key publications which include *The Catholic School* (1977), *Lay Catholics in Schools: Witnesses to Faith* (1982) and *The Religious Dimension of Education in a Catholic School* (1988). Through these can be traced the hopes of the Church for the schools of the Second Vatican Council. The document asserts that, whilst being open to the surrounding society and culture, the Catholic school has its own purpose, educational philosophy and distinguishing qualities. It sees 'the promotion of the human person' as the goal of the Catholic school (n. 9).
- Truth and Meaning of Human Sexuality, 1995.
 - These guidelines, issued by the Pontifical Council for the Family, for education in human sexuality within the family context are very relevant to Catholic schools. They remind teachers of their serious responsibilities to the Church and to parents when treating such topics.
- On Christian Love (*Deus Caritas Est*), 2006.
 - The first Encyclical of Pope Benedict XVI speaks of the love which God lavishes on us and which we in turn must share with others. The first part deals with the intrinsic link between the love of God and the reality of human love. The second treats the practice of love by the Church.
- Catechism of the Catholic Church, 1994.
 - The Catechism is an authoritative reference text which provides 'a statement of the Church's faith and of Catholic doctrine, attested to or illuminated by Sacred Scripture, the Apostolic tradition and the Church's Magisterium.' (John Paul II)
- Compendium of the Catechism of the Catholic Church, 2006.

OTHER CHURCH DOCUMENTS

- Congregation for Catholic Education (1988), *The Religious Dimension of Education in a Catholic School*.
- Congregation for Catholic Education (1982), *Lay Catholics in Schools: Witnesses to the Faith*.
- Congregation for Catholic Education (1998), *The Catholic School on the Threshold of the Third Millennium*.
- Congregation for Catholic Education (1997), *Educational Guidance in Human Love – Outlines for sex education*.
- Congregation for the Clergy (1998), *General Directory for Catechesis*.
- John Paul II (1988), Apostolic Letter on the Dignity and Vocation of Women (*Mulieris dignitatem*).
- John Paul II (1979), *Catechesis in Our Time* (*Catechesi Tradendae*).
- John Paul II (1990), *Christian Family in the Teaching of John Paul II*.
- John Paul II (1994), *Letters to Families*.
- John Paul II, (1981), *On Human Work* (*Laborem Exercens*).
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- John Paul II (1997), *The Theology of the Human Body – human love in the Divine plan*, Boston: Pauline Books and Media.
- John Paul II (1997), *The Role of the Christian Family in the Modern World* (*Familiaris consortio*).
- John Paul II (1985), *To the Youth of the World*.
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- Paul VI (1976), *On the Development of Peoples* (*Populorum progressio*).
- Pontifical Commission, 'Iustitia et Pax' on the occasion of the International Year of Shelter for the Homeless (1988), *What Have You Done To Your Homeless Brother and Sister? The Church and the Housing Problem*.
- Sacred Congregation for the Doctrine of the Faith (1987), *Instruction on Respect for Human Life in its Origin and on the Dignity of Procreation*.
- Australian Catholic Bishops Conference (1996), *Towards Healing – Principles and Procedures in responding to complaints of sexual abuse against personnel of the Catholic Church of Australia*.
- Pontifical Council for the Family (2004), *Enchiridion on the Family: a compendium of Church teaching on the family and life issues from Vatican II to the present*, Boston: Pauline Books & Media.

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- Baker, W.J. (2000), *If Christ Came to the Olympics*, Sydney: UNSW Press.
 - A provocative exploration of such issues as: the original idea behind sport and the modern Olympics; the religious origins of organised sport; the meaning of Olympic symbols and ceremonies, amateurism and professionalism; women in sport. It considers the role religion plays in sport and how we view sport generally.
- Board of Studies (2003), *Personal Development, Health and Physical Education Syllabus Years 7-10*, Sydney, NSW: Board of Studies.
 - The syllabus for which *Towards Wholeness 7-10* provides the Catholic school extension.
- Catholic Education Commission, NSW (1987), *Personal Development and Christian Values*, A Program for Catholic School Communities, Sydney, NSW.
 - A central text for identifying key values and content that apply to the teaching of K-12 Personal Development and Christian Values. Also includes suggested curriculum models and other useful appendices. Relevant to the primary school curriculum, as well as secondary.
- Catholic Education Commission, NSW (2005), *Protecting and Supporting Children and Young People - Guidelines for Catholic School Personnel*.
 - These are guidelines for Catholic school personnel in approaching the duties placed upon them by Child Protection Legislation.
- Education Committee of the Australian Catholic Bishops Conference (1990), *The Word Dwells Among Us*, a summary of Catholic beliefs and practices for teachers in schools and parishes, Melbourne: Collins Dove.
 - An excellent Australian reference text that helps teachers identify central Catholic teachings on important topics. Contains a very helpful index. Chapter 10 is an excellent summary of how to include values across the curriculum.
- Catholic Education Offices, Sydney and Parramatta (1987), *AIDS Education Issues and Perspectives for Catholic Schools K-12*, Sydney: Sydney and Parramatta CEOs.
 - This resource kit contains useful and practical support for teachers dealing with HIV/AIDS.
- Catholic Education Office, Sydney (1998), *A Sense of the Sacred*, Sydney CEO.
 - A most important resource dealing with the integration of values into the curriculum.
- Cully, I.V. and Brubaker, K. (gen. eds.) (1990), *Harper's Encyclopedia of Religious Education*, San Francisco: Harper & Row Publishers.
 - An excellent reference text for any topic related to Religious Education or Personal Development, Health and Physical Education in general.
- Downey, M. (ed.) (1993), *The New Dictionary of Catholic Spirituality*, Collegeville, MN: Michael Glazier Press.



- Covers key areas of spirituality such as Christian Mysteries, the Human Person, the Moral Life, Prayer, and different types of spiritualities. An essential reference in its field.
- Dwyer, J.A. (ed.) (1994), *The New Dictionary of Catholic Social Thought*, Collegeville, MN: Michael Glazier Press.
 - Provides analysis and commentary on the major social encyclicals. Also includes discussion on major movements, themes and social issues that have been part of Catholic social thought for the last century.
- Ekstrom, R. and R. (1982), *Concise Catholic Dictionary*, Mystic, CT: Twenty-Third Publications.
 - A smaller volume than Broderick's text but nonetheless a valuable summary of the Catholic faith.
- Ford, N. (1986), *Professional Responsibility and the Private Lives of Teachers in Catholic Schools*, Homebush, NSW: St Paul Publications.
 - A very useful guide on the role of the teacher in the Catholic school and consequences for their private and public lives.
- Komonchak, J.A. et al. (eds.) (1990), *The New Dictionary of Theology*, Dublin: Gill and Macmillan.
 - One of the best theological commentaries available. Applicable to key areas of the syllabus, related to topics such as Sexuality, Abortion, Culture and Virtue.
- National Catholic Education Association (1989), *AIDS: A Catholic Educational Approach*, Washington, DC: N.C.E.A. (Leader's guide and Teacher's manual).
 - A very useful K-12 teaching program with master sheets.
- Metzger, B.M. (1991), *The NRSV Exhaustive Concordance* (Includes the Apocryphal and Deuterocanonical Books), Nashville, TN: Thomas Nelson Publishers.
 - One of the best concordances available for locating scripture texts. Equally useful is the NIV Exhaustive Concordance.
- Pennock, M.F. (1989), *This Is Our Faith*, A Catholic Catechism for Adults, Notre Dame, IN: Ave Maria Press.
 - Highly recommended as a Catholic catechism on account of its excellent contextualisation of and commentary on Scripture and Church documents.
- The Holy See, (1980), *Charter of the Rights of the Family, The Mission of the Family in Today's World*, Homebush, NSW: St Paul Publications.
 - Outlines and comments upon the twelve fundamental rights of the family. Possesses excellent correlations with the Syllabus and "Towards Wholeness".



- *United Nations Declaration of Human Rights* (1948).
 - The fundamental charter of rights for any person, group or community.
- United States Catholic Conference (1991), *Human Sexuality, A Catholic Perspective for Education and Lifelong Learning*, Washington DC: United States Catholic Conference.
 - A very useful reference text on the subject of sexuality. Covers associated topics such as marriage, parenthood, birth and chastity.
- Anti-Discrimination Board of NSW (1991), *Promoting Equality, Valuing Difference*, Sydney: Anti-Discrimination Board of NSW.
 - Contains fact sheets on topics such as discrimination against people with physical disabilities, and discrimination and racism against Aboriginal people.
- Broderick, R.C. (1976), *The Catholic Encyclopaedia*, Huntington, IN: Our Sunday Visitor.
 - One of the best one-volume references on the Catholic faith.
- Catholic Education Office Sydney (1992), *HIV/AIDS Education in Catholic Schools K-12*, Sydney: Catholic Education Office, Sydney.
 - This resource kit has been designed to be used with the 1987 kit. It provides further teaching strategies and support materials for Years K-12.
- Catholic Education Office Parramatta (2005), *Sexual Health Matters - a sexuality resource for Catholic secondary schools, Parramatta*: CEO.
 - Very useful support material for PDHPE teachers of Stages 5 & 6. Provides Catholic values and perspectives.

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- Association of Independent Schools NSW and CEOs of Broken Bay, Parramatta, Sydney & Lismore (2004), *Years 7-10 PDHPE Syllabus Support Materials*, Sydney: AIS.
- Australian Catholic Bishops Statement (1988), *AIDS: A challenge to love*.
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- De Benedictis, S. (1981), *Teaching Faith and Morals*, Minneapolis: Winston Press Inc.
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- Haring, H., Junker-Henny, M. & Mieth, D. (eds.) (2000), *Creating Identity*, UK: SCM Press.
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- Hogan, A. (1993), *On Being a Catholic Today – What kind of person should I be?* Blackburn, Vic: Collins Dove.
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Some Key Online Resources

CHURCH

- The Australian Catholic Bishops Conference, an expansive informative web site. Furthering the Catholic Perspectives on issues pertaining to PDHPE K-6. Teacher use.
www.catholic.org.au
- Catholic Education Commission, New South Wales, contains Towards Wholeness PDHPE K-6 and 7-10. It provides current issues in education, links to general information and Email facility. Teacher/Student use.
www.cecnsw.catholic.edu.au
- The Catechism of The Catholic Church, is a statement of the Church's faith and Catholic doctrine. Provides further descriptions of sensitive issues for teachers.
www.christusrex.org
- The Holy See, provides excellent information on all Church topics. Teacher/Student use.
<http://search.vatican.va>
- New Advent, provides many resources especially the Catholic Encyclopaedia which gives a detailed description on any PDHPE issue. Teacher use.
www.newadvent.org
- Origins, is a journal of Church document commentaries. Accessible via subscription.
www.originsonline.com

OTHER

- Board of Studies. Personal Development, Health and Physical Education Syllabus Years K-6
www.bosnsw-k6.nsw.edu.au
- Kids Help Line, gives excellent information to children and teachers on today's issues, links to counselling, life skills, other similar organizations and Email. Teach/Student use.
www.kidshelp.com.au
- Australian Department of Health and Aged Care provides information and resources on PDHPE topics. Teacher/Student use.
www.health.gov.au
- World Health Organisation gives world facts on health topics and information of general interest. Very good Australian statistics on Preventative Health. Teacher/Student use.
www.who.int
- NSW Anti-Discrimination Board contains information on all types of discrimination: physical, mental, racial, medical, sexual. Teacher use.
www.lawlink.nsw.gov.au/adb
- Commonwealth, Mental Health and Special Programs Branch website. Living is For Everyone (Life) publications for preventing suicide and self-harm.
www.mentalhealth.gov.au
- Commission for Children and Young People. Advice on student rights and responsibilities.
www.kids.nsw.gov.au

APPENDIX ONE - Strategies to support the implementation of *Towards Wholeness*

The following list outlines possible directions for implementation of *Towards Wholeness*. It is suggested that this process commence ideally on the Diocesan level and filter through systematically to all levels of school and educational community life. It is assumed that regular inservicing will accompany each stage. A number of practical suggestions are listed for each level. Clearly, many levels are mutually inclusive and interrelated.

DIOCESAN LEVEL

This is the initial and most important level if the document is to be implemented successfully. It is suggested that this involve key Catholic Education Office and other staff and call for the participation of:

- Principals and Assistant Principals
- Personal Development, Health and Physical Education, Religious Education, Pastoral Care and Curriculum Co-ordinators
- Representatives of relevant community and welfare groups
- Parents
- Representatives from other dioceses if deemed appropriate

REGIONAL LEVEL

Teachers from a number of schools in the same area could be encouraged to meet in order to share materials, strategies and other insights. Formation of a regional network may also be beneficial.

STAFF DEVELOPMENT LEVEL

Staff are encouraged to discuss the meaning and implementation of *Towards Wholeness* both on normal staff development days and those devoted specifically to Personal Development, Health and Physical Education, Religious Education and other areas.



This type of gathering also provides an opportunity for staff from two or more Key Learning Areas to work together on shared topics in order to:

- interpret key values, and
- identify topic coverage, strategies and materials

for the purpose of:

- avoiding duplication, and
- developing a more holistic and across-the curriculum approach to the topics and values in question.

CO-ORDINATORS' MEETINGS

These meetings may provide an environment for sharing many of the aims of the previous section. Additional aims might be to:

- monitor implementation of *Towards Wholeness* within the Personal Development, Health and Physical Education Key Learning Area and across the whole school curriculum
- identify strengths and weaknesses therein
- propose inservicing where necessary to enhance implementation and staff competence
- monitor inclusion of values in programs, in actual classroom teaching, in other Key Learning Areas and in extra-curricular activities
- use *Towards Wholeness* as a valuable support document for the Curriculum Co-ordinator in particular

KEY LEARNING AREA LEVEL

Teachers can meet regularly in their Key Learning Areas to more closely monitor and evaluate the implementation of *Towards Wholeness*.

At these meetings more personalised support can be provided by the co-ordinator, units may be modified where necessary and staff development needs may be communicated to the principal and executive. Other related areas such as pastoral care may be included for evaluation at this level.

PROGRAMMING AND UNIT PREPARATION LEVEL

In concert with the foregoing level, teachers from one or more subject areas may wish to incorporate material from *Towards Wholeness* in both programs and units. This can be incorporated, for example, as prefacing comments to programs or as page references in units. Teachers may then wish to use *Towards Wholeness* as an evaluation tool to evaluate the place and effectiveness of values and materials in their entire teaching curriculum.



PARENT/TEACHER CO-OPERATION

This partnership could be expressed in a number of ways in the context of *Towards Wholeness*, as:

- an information source to discuss and apply contents and values
- a basis for teacher/parent information gatherings
- a source book to assist parents and teachers in any classroom teaching or facilitation

INDIVIDUAL TEACHER LEVEL

Towards Wholeness can be of assistance to individual teachers as a source book in the context of:

- teacher background reading
- classroom preparation and program development
- teaching materials
- staff meetings at all levels
- individual or group enquiries from students

INSERVICE LEVEL

While applying to all the above levels, *Towards Wholeness* can be used as a basis for ongoing inservice in the following contexts:

- Diocesan inservices
- Regional inservices
- Staff development inservices
- Key Learning Area inservices



APPENDIX TWO - Statements on Human Rights

What are Human Rights?

The United Nations Universal Declaration of Human Rights AS A COMMON STANDARD OF ACHIEVEMENT FOR ALL PEOPLES AND ALL NATIONS:

Basic Principles:

1. All human beings are born free and equal in dignity and rights..., and should act toward one another in a spirit of brotherhood.
2. All are entitled to these same rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political, national or social origin, property, birth or other status.

Basic Rights:

- Right to life, liberty and security of persons.
- Not to be held in slavery or servitude.
- Not be subjected to torture or cruel, inhuman, or degrading treatment or punishment.

Everyone has the right:

- To recognition everywhere as a person before the law.
- To be equal before the law and to be entitled to equal protection.
- Not to be subjected to arbitrary arrest, detention, or exile.
- To be entitled to a fair and public hearing by an impartial tribunal.

Everyone has the right:

- To be presumed innocent until proved guilty according to law in a public trial in which they have all guarantees necessary for the defence.
- To protection of the law against arbitrary interference with their privacy, family, home, or correspondence, or attacks upon their honour or reputation.
- To freedom of movement and residence within the borders of each state.
- To leave any country, including their own, and to return to their country.
- To seek and to enjoy in other countries asylum from persecution.

Everyone has the right:

- To a nationality.
- To marry and found a family.
- To own property alone, as well as in association with others.
- To freedom of thought, conscience and religion.
- To manifest their religion or belief in teaching, practice, worship and observance.
- To freedom of opinion and expression.
- To freedom of peaceful assembly and association.



What are Human Rights? The United Nations Universal Declaration of Human Rights

Everyone has the right:

- To participate in the government of their country through freely chosen representatives.
- Of equal access to the public service of one's country.
- To social security and to the realisation, through national effort and international cooperation, of the economic, social and cultural rights indispensable for human dignity and development.
- To work in freely chosen employment, to just and favourable conditions of work, and to protection against unemployment.
- To equal pay for equal work.

Everyone has the right:

- To form and join trade unions for the protection of one's own interest.
- To rest and leisure, including reasonable limitation of working hours and periodic paid holidays.
- To a standard of living adequate to the health and well being of oneself and one's family.
- To education, free at least in the elementary and fundamental stages. Education shall be directed to the full development of the human personality and the strengthening of respect for human rights. Parents have a prior right to choose the kind of education to be given to their children.

Everyone has the right:

- To freely participate in the cultural life of the community.
- To a social and international order in which these rights and freedoms can be fully realised.

In the exercise of one's rights and freedoms, all shall be subject to such limitations as are determined by law, solely for the purpose of securing the recognition and respect for the rights and freedoms of others.

**United Nations General Assembly
December 10, 1948.**



**Rights of All Human Persons
Pacem in Terris . Pope John XXIII
April 11, 1963**

1. Right to life and the means which are necessary and suitable for the proper development of life:
 - Food, clothing, shelter.
 - Rest, medical care, and necessary social services.
 - Security in cases of sickness or inability, work, old age or unemployment through no fault of their own
2. Right to moral and cultural values:
 - Respect for one's person and one's good reputation.
 - Freedom in searching for truth.
 - Right to be informed truthfully about public events.
 - Basic education or professional training according to the local culture and the right to higher education on the basis of merit.
3. Right to freedom of religion and conscience:
 - To honour God according to conscience.
 - To profess one's religion privately and publicly.
 - To choose freely one's state of life.
4. Economic rights:
 - Right to free initiative in the marketplace and the right to work.
 - Right to just and humane working conditions.
 - Right to a just wage.
 - Right to private property within the limits of social responsibility.
5. Right of assembly and association.
6. Right to emigrate and immigrate.
7. Political rights:
 - Right to take an active part in public affairs
 - Right to contribute to the common good.
 - Right to protection under the law of one's rights according to the justice willed by God.

The Rights of the Child

1. The right to equality regardless of race, colour, sex, religion or nationality.
2. The right to a name and nationality.
3. The right to adequate housing, nutrition and medical services.
4. The right to free primary school education.
5. The right to be protected from work and anything that may stop them from going to school and be harmful to health.
6. The right to rest and play.
8. The right to love, understanding and protection.
9. The right to special care and treatment if disabled.
10. The right to be protected against all forms of neglect, cruelty and abuse.
11. The right of children to have all the help they need to recover from neglect, cruelty or abuse and return to a safe place.
12. The right of Indigenous children to enjoy their own culture, religion and language.
13. The right to be protected in times of war and conflict.
14. The right to be among the first to receive aid and relief in times of disaster.
15. The right to seek refugee status and receive appropriate protection and assistance. Efforts should be made to reunite the family.
16. The right to freedom. No child shall be imprisoned unlawfully.

An adaptation from the United Nations Convention on the Rights of the Child, 1989.

Source: Caritas Australia

See also:

www.youthlaw.asn.au/humanrights/croc.html

www.austlii.edu.au (to Australian treaties)

Principles of Child Protection and Personal Safety Education

The following principles should be clear in the minds of those introducing the program, and parents and staff will need to be clear on them too.

1. All children have the right to a thorough and systematic personal safety program, covering all aspects of personal safety, including safety in relationships, as part of their total education.
2. Catholic education is committed to the importance and implementation of child protection education.
3. The context for child protection education is the Personal Development and Christian Values program.
4. Child protection education is based on clearly stated values and goals.
5. Child protection education covers a number of areas of personal safety and creative healthy relationships, including the right to feel safe at all times from damaging actions and threats, exploitation and neglect.
6. Child Protection education is, essentially, a co-operative responsibility for teachers with parents and the wider community.
7. Child protection education is essential for the healthy development of students and for their learning success across the curriculum.
8. Child protection education aims to help students identify unsafe and potentially damaging situations, to realise and accept that these are part of life, and to equip them with skills to cope with those which they may meet.
9. Child protection education has a three-pronged approach:
 - To help students acquire the values, strategies and skills to enable them to begin and develop positive relationships with others.
 - To help students identify unsafe situations and to help them develop strategies and skills to deal with such situations.
 - To help students evaluate their own behaviour and determine how it may be abusive or threatening to others.
10. The program is implemented across identifiable curriculum areas (e.g. health, social science, religious education) and/or in special personal development lessons. (*Child Protection and Personal Safety*. Catholic Education Commission NSW, 1989, pp. 12-13).



CHARTER OF THE RIGHTS OF THE FAMILY

Reference: Christian Family in the Teaching of John Paul II, (1990), Homebush, NSW: St Paul's Publications

Article 1

All persons have the right to the free choice of their state of life and thus to marry and establish a family or to remain single.

Article 2

Marriage cannot be contracted except by the free and full consent of the spouses duly expressed.

Article 3

The spouses have inalienable right to found a family and to decide on the spacing of births and the number of children to be born, taking into full consideration their duties toward themselves, their children already born, the family and society, in a just hierarchy of values and in accordance with the objective moral order which excludes recourse to contraception, sterilization and abortion.

Article 4

Human life must be respected and protected absolutely from the moment of conception.

Article 5

Since they have conferred life on their children, parents have the original, primary and inalienable right to educate them; hence they must be acknowledged as the first and foremost educators of their children.

Article 6

The family has the right to exist and to progress as a family.

Article 7

Every family has the right to live freely its own domestic religious life under the guidance of the parents, as well as the right to profess publicly and to propagate the faith, to take part in public worship and in freely chosen programmes of religious instruction, without suffering discrimination.

Article 8

The family has the right to exercise its social and political function in the construction of society.

Article 9

Families have the right to be able to rely on an adequate family policy on the part of public authorities in the juridical, economic, social and fiscal domains, without any discrimination whatsoever.

Article 10

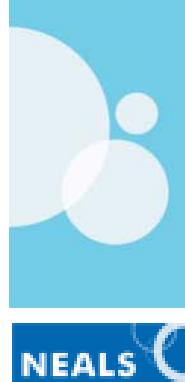
Families have a right to a social and economic order in which the organization of work permits the members to live together, and does not hinder the unity, well-being, health and the stability of the family, while offering also the possibility of wholesome recreation.

Article 11

The family has the right to decent housing, fitting for family life and commensurate to the number of the members, in a physical environment that provides the basic services for the life of the family and the community.

Article 12

The families of migrants have the right to the same protection as that accorded other families.



The United Nations Guidelines for Consumer Protection

1. The right to safety

To be protected against products, production processes and services which are hazardous to health or life.

2. The right to be informed

To be given facts needed to make an informed choice, and to be protected against dishonest or misleading advertising or labelling.

3. The right to choose

To be able to select from a range of products and services, offered at competitive prices with an assurance of satisfactory quality.

4. The right to be heard

To have consumer interests represented in the making and execution of government policy, and in the development of products and services.

5. The right to satisfaction of basic needs

To have access to basic essential goods and services, adequate food, clothes, shelter, health care, education and sanitation.

6. The right to redress

To receive a fair settlement of just claims, including compensation for misrepresentation, shoddy goods or unsatisfactory services.

7. The right to consumer education

To acquire knowledge and skills needed to make informed, confident choices about goods and services while being aware of basic consumer rights and responsibilities and how to act on them.

8. The right to a healthy environment

To live and work in an environment which is non-threatening to the well-being of present and future generations.

