

TOWARDS WHOLENESS K-6

The Catholic Perspective on the NSW Personal Development, Health and Physical Education K-6 Syllabus



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FOREWORD

In 1993 the CEC, NSW published *Towards Wholeness, A Catholic Perspective on Personal Development, Health and Physical Education 7-10*.

It is with much pleasure that CEC now makes available its companion *'Towards Wholeness K-6'*.

The Catholic community is very appreciative of the willingness of the NSW Board of Studies to allow it to present the K-6 syllabus in a form which reflects immediately the Catholic perspective on Personal Development, Health and Physical Education. We are confident that this will succeed because we believe that the knowledge of the preson which flows from Christian revelation clarifies and reinforces whatever is authentic in 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.

22 December 2003

Most Rev G. Robinson (D.D.)
Chairman
Catholic Education Commission, NSW

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PREFACE

Towards Wholeness K-6 provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE).

It complements the NSW Catholic Education Commission's other documents in the area of personal development and values formation: Personal Development and Christian Values, Child Protection and Personal Safety and Towards Wholeness 7-10.

The NSW Catholic Education Commission endorses and supports the PDHPE syllabus. It suggests 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 and the needs of students.

The Commission is grateful to the NSW Board of Studies for granting permission for the reproduction of the syllabus within Towards Wholeness K-6.

The Commission wishes to acknowledge the valuable work of all those who contributed to the writing of Towards Wholeness K-6, in particular:

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HOW TO USE TOWARDS WHOLENESS K-6

Towards Wholeness K-6 is intended to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies' syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values.

The Board's syllabus is reproduced in its entirety. The additional Catholic perspective is printed in *italics*.

While every aspect of every program presented in a Catholic school has a religious dimension and expresses a religious understanding of the human person, certain areas call for particular reflection.

Relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand).

Quotations and references to Scripture, Church documents and other support materials have been included within the text.

Teachers will find many opportunities to integrate relevant aspects with other key learning areas, especially Religious Education.

REFERENCES AND QUOTATIONS IN TOWARDS WHOLENESS K-6

Specific beliefs and values are nominated and three types of references or quotations are provided throughout this document. The following arrangements and symbols are used:

<p>BELIEFS AND VALUES</p>	<p>Catholic beliefs and values underpin the teaching of this Key Learning Area in a Catholic school. They can provide the orientation of teaching units and can be presented implicitly or explicitly. All are based on Scripture and Church teaching. They are grouped under a heading and enclosed in a box.</p>
	<p>WORD OF GOD</p> <p>Scripture can be used as a background and as stimulus material, illustrating themes and providing an orientation for teaching. More detailed explanations of the texts can be found in the references. The selected quotations give some indication of where this Key Learning Area can be linked or integrated with Religious Education.</p>
	<p>CHURCH DOCUMENTS</p> <p>These are written for an international audience and often use a specialised language. Ideally, they should be read in context; that is, located within their surrounding text. They can be a useful resource for teachers in providing a Catholic orientation to the topic being studied.</p>
	<p>OTHER SUPPORT MATERIAL</p> <p>This provides a Christian stand on certain issues. Further resource material can be found in the Bibliography.</p>

INTRODUCTION

Personal Development, Health and Physical Education (PDHPE) is one of the *seven* Key Learning Areas in the *NSW Catholic primary curriculum*. This syllabus makes a unique contribution to the total school curriculum in that it is directly concerned with supporting the development of the student as a whole person. Its implementation has the potential to contribute to improved and ongoing quality of life and dignity for all individuals within the community. This syllabus replaces the K–6 Personal Development, Health and Physical Education Syllabus and Support Document, Formal Consultation Draft, 1992. It incorporates elements of the Physical Activity for Health and Fitness Support Document which was distributed to schools in 1997.

This syllabus is based on a broad notion of health that encompasses all aspects of an individual's well being, inclusive of social, mental, physical and spiritual health. It is concerned with developing in students the knowledge and understanding, skills, values and attitudes that will enable them to lead healthy and fulfilling lives. It also provides schools with a curriculum framework for teaching and learning related to the health priorities for young people of drug education, fitness and physical activity, child protection and nutrition.

School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes *and to be able to make spiritual and moral choices that contribute to a healthy lifestyle*. *There is a direct connection between this and the Catholic school's commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God.*

Programs should include participation in regular and varied physical education experiences, which provide the foundation for a lifelong commitment to valuing and leading a healthy lifestyle. They should also include systematic and explicit teaching of personal and social skills to give students a basis for resilience and the resourceful management of their own lives.

Student learning in PDHPE will also be enhanced through the use of computer-based technologies. Information technology enables students to locate, access, view and analyse a range of texts, graphics, sounds and images. Students can also use computer technology to design and create information products. The indicators shown in this syllabus include some examples of how students might use different technologies to work towards the achievement of outcomes.

The syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. *The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values*. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage.

Parents should be involved in decisions about the PDHPE program. This will assist teachers to adjust their programs to accommodate the perspectives of different groups within the community. Parents will also be in a better position to assist in the implementation of the school program and to actively support their child's learning outside the school environment.

The partnership between the school and the home will be most productive when both contribute in a consistent manner to the child's development of positive health behaviours and attitudes.

It is important that students are encouraged to understand their own growth and development within the context of their families and communities. The active participation of parents and students in the planning, implementation and evaluation of programs will assist exploration of different aspects of health as they are understood within different communities and to place teaching and learning in a context that is meaningful and valued by students. *The support of the family, school and parish community will facilitate the implementation of this program.*

While the syllabus has a clear focus on promoting better health for all, it is acknowledged that not all students enjoy the same opportunities in this regard. Social, economic, environmental and political factors are key determinants of health status. Health inequities may be linked to such factors as race, ethnicity, class, gender, disability, sexuality and age. Sensitivity to the circumstances of individual students is essential in designing appropriate PDHPE programs. It is important for teachers, parents and students to understand that improving health is the responsibility of all members of society.

RATIONALE

In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. The resultant good health is characterised by improved quality of life, less sickness and disability, happier personal, family and social experiences and the opportunity to make choices in work and recreation.

Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining mental, physical, social, moral and spiritual wellbeing. When individuals are well informed on health issues and have a sense of control about the decisions they make, they are more likely to experience positive relationships, improved quality of life and less illness. PDHPE programs play a unique role in the development of students' knowledge, understandings and practical skills that lead to better health.

The ability of individuals to adopt a healthy lifestyle may be affected by the social and cultural context in which they live. Student learning is enhanced by an understanding that health is the responsibility of all parts of society. Through promoting the fundamental principles of diversity, social justice and supportive environments, individuals and communities are better able to act for positive health outcomes.

Students should be concerned not only about their own health but also about better health for all now and in the future. This is encouraged through raising: concern for the welfare, rights and dignity of all people; understanding of how equity is effected by structures and practices within communities; awareness of disadvantages and actions for their redress; and understanding of how decisions are made and priorities established.

Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ.

PDHPE is an important key learning area within the primary curriculum as it:

- **encourages an understanding and valuing of self and others**

Students who understand and value themselves as individuals and as members of groups, exercise more control over their own lives. They can identify and appropriately express a range of feelings. They also appreciate that the way they think influences the way they feel. They are open to learning more positive ways of responding to situations. They are therefore able to make more considered choices and are less influenced by immediate circumstances and responses.

When students understand and value others, they work more cooperatively in teams and enjoy more stable and satisfying interpersonal relationships. They are also more tolerant and caring members of the community who value difference and respond to others as individuals.

'By identifying oneself as a Christian, a person belongs to a community of faith, a community which shares common beliefs and practices and which has as its reason for existence a call to live as disciples and witnesses to Jesus of Nazareth The community's tradition is the context within which the individual can grow in personal judgement and commitment.' (R. Gascoigne, *Freedom and Purpose: an introduction to Christian ethics*, (E.J. Dwyer, Sydney 1993), p. 184)

Students who understand and value themselves and others are better equipped to respond to change and to overcome adversity. They are also more likely to seek help when they need it.

This key learning area provides opportunities for students to form positive attitudes about themselves and others, to communicate effectively, to work cooperatively and to develop and maintain positive relationships.

■ **promotes physical activity**

Students learn that the human body is a wonderful creation, reflecting God's wisdom and goodness; consequently, it should be treated with great respect.

Students should be physically active every day in as many ways as they can. Health experts agree that all people should accumulate 30 minutes of moderate physical activity each day for health benefits. It is also generally agreed that, in addition, children should engage in more vigorous activity of at least 20 minutes at least 3 times per week.

Adolescence is a time when the trend to inactivity is a concern. Efforts to encourage young children to be more active (one hour per day) provides optimum health and allows some scope for reducing activity in later life but still retaining the minimum daily requirement.

Regular physical activity is an essential ingredient for the development and maintenance of optimum health. It can improve cardiovascular efficiency and aid efforts to reduce risk factors of coronary heart disease. It is critical for enhancing bone development, controlling obesity and improving psychological health and immune status. The related health and fitness benefits enable the individual to engage in leisure activities and to meet physical work demands without excessive physiological stress.

Physical activity is also important in contributing to quality of life. Participation in active pursuits can be an enjoyable, creative and social outlet that has the potential to build esteem.

School programs at all levels have a responsibility to encourage the physical growth and development of all students, support the acquisition of movement skills and nurture positive attitudes towards physical activity. This key learning area provides regular and frequent opportunities for students to acquire and apply movement skills, enhance their creativity and aesthetic awareness and develop positive attitudes towards regular physical activity.

- **emphasises informed decision making leading to effective and responsible action**

Schools can help students to take responsible action regarding their own lifestyle. They can support them in making informed decisions about factors that may hinder or promote the wellbeing of themselves and others.

This key learning area builds upon the decision-making skills children have when they first come to school. It provides opportunities for the teaching of decision-making skills and learning through behaviour rehearsal. School programs can assist all students to become more aware of the process that is occurring when decisions are made so that they can increase their knowledge of options available to them and predict likely consequences. To make informed decisions, students also require accurate and appropriate information about issues that are relevant to them.

Students are more likely to use strategies developed and learned in the classroom in their own lives if they have been developed and rehearsed over a period of time in simulated situations that are as close as possible to the real-life contexts of the students. For example, refusal skills in drug situations need to be part of the repertoire of students' responses well ahead of the time when they are exposed to drugs.

Sound Christian decision-making is based on belief in a God who intends that all people live life in a community enriched by relationships in family, Church and society. Effective decision-making based on a well-formed conscience finds its inspiration in the words and deeds of Jesus and His Church.

More specifically the study of PDHPE is concerned with:

- **physical, social, cognitive and emotional growth and development patterns**

Feelings of self-confidence and self-acceptance and the ability to act in the best interests of themselves and others are fostered by an understanding of the nature of life's changes and the uniqueness of individual development.

As individuals grow towards maturity, values become more sharply defined. When the process of making personal choices is informed by underlying values, the individual is developing personal integrity.

- **the development and maintenance of positive interpersonal relationships**

As Christians we do not exist in isolation. Christian growth involves interaction with others. Relationships with the people, objects and events of this world are essential components of students' growing understanding of themselves. To realise our potential, we commit ourselves to the reality in which we live.

Successful interaction with others in contexts such as the family, peer group and teams is essential to meet the individual's need for belonging and security. Students' capacity to form relationships and cope with changes in relationships is influenced by understandings and skills in negotiation, conflict resolution, tolerance, roles, responsibilities and community expectations associated with friendships and relationships.

- **the factors influencing personal health choices**

Young students need clear guidance concerning appropriate health attitudes and behaviours. As students mature they require assistance in discerning between conflicting messages from a range of sources. An understanding of health issues empowers students to make appropriate decisions and commit to adopting sound community values.

In the Catholic school, students can be helped to develop clear and specific understanding of life-giving gospel values. This provides them with a sound basis for discernment and decision-making when faced with an array of options.

- **living and learning in a safe secure environment**

The safety and security of children is enhanced when they can recognise situations where their personal safety may be at risk, and use strategies to protect themselves. When power is used positively in relationships, individuals can support their own and others' rights to respect and safety.

- **the adoption of an active lifestyle**

Physical activity habits developed in school years are often maintained in later life. Students need to understand the importance of a balanced lifestyle incorporating regular physical activity for health and fitness.

- **fundamental movement patterns and coordinated actions of the body**

Children do not naturally develop fundamental movement skills as they grow. Opportunities should be provided for these skills to be taught, practised and encouraged. Having mastery of the Fundamental Movement Skills such as throwing, catching, running and jumping opens up a vast array of sport, leisure and recreation options for the individual. Skills are developed through play, dance, gymnastics, games, sports, aquatics and other recreational activities. The quality of movement is further enhanced through exploring, composing, performing and appreciating movement.

- **skills that enable action for better health and movement outcomes**

Understanding about health and movement is utilised when students have the necessary ability and self-confidence. The skills of effective communication, interaction, decision making and problem solving and moving with efficiency and confidence empower students to take action leading to better health, improved performance and enhanced self-esteem.

Not all students will have the same degree of control over their health. Illness, disability and sociocultural circumstances will have significant impacts on health and the ability to affect change. However, an emphasis on these skills and understandings of those factors that influence health best prepares students to work towards better health for themselves and others.

All skills that contribute to healthy living and the realisation of full potential have an important place in the curriculum of the Catholic school which has, as one of its core aims, the development of the whole person.

AIM

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

Towards Wholeness K-6 places this aim in the context of a Catholic understanding of the meaning and purpose of life and education. It seeks to express the implications of this understanding for an education program that appropriately focuses on the healthy development of both the individual and society.

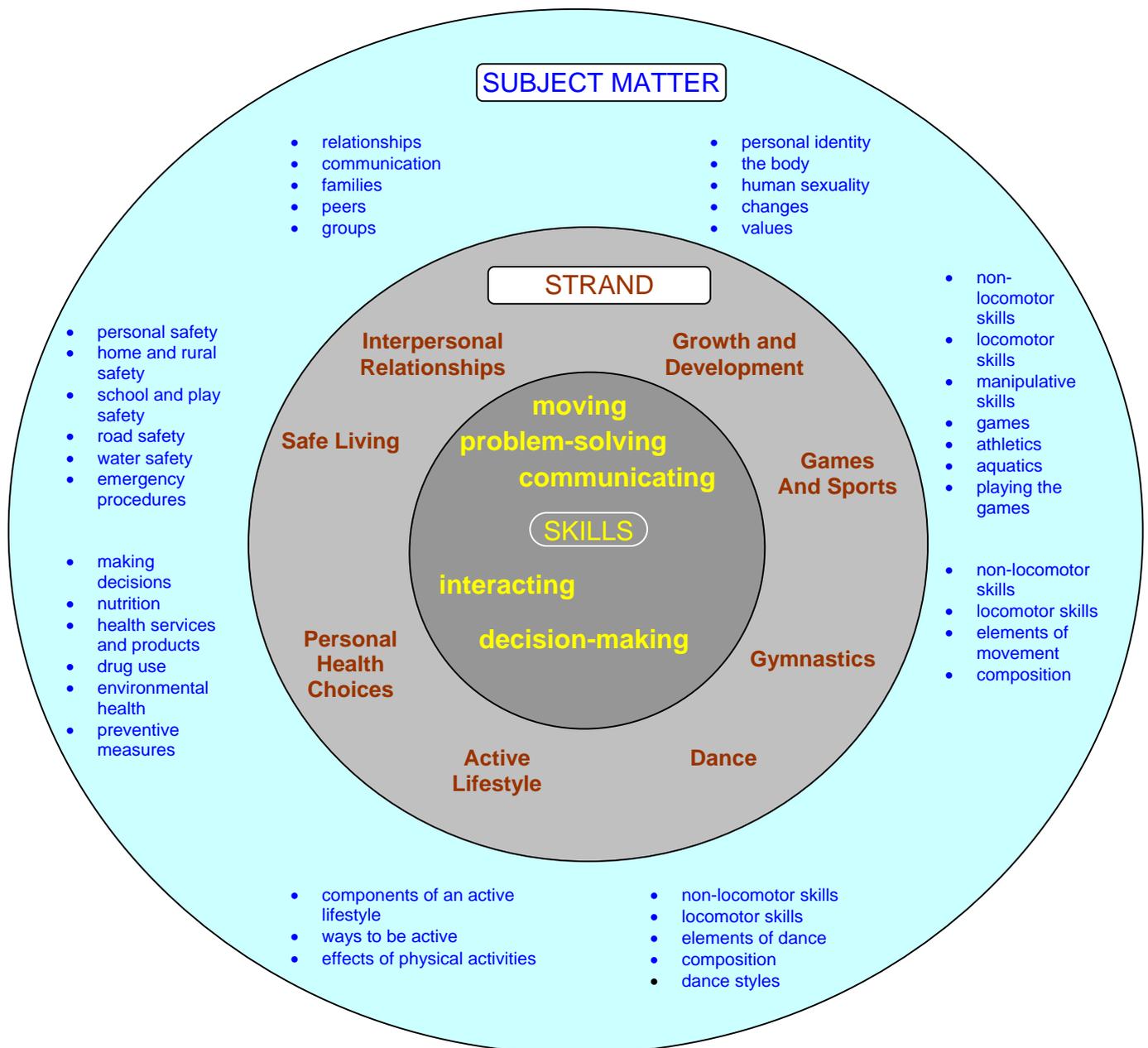
OBJECTIVES

Values & Attitudes	Skills	Knowledge
<p>To develop students’:</p> <ul style="list-style-type: none"> ▪ appreciation of and a commitment to healthy and socially just ways of living. 	<p>To develop students’ skills in:</p> <ul style="list-style-type: none"> ▪ making, communicating and acting upon health decisions; ▪ moving with competence and confidence; and ▪ forming and maintaining positive relationships. 	<p>To develop students’ knowledge and understanding about:</p> <ul style="list-style-type: none"> ▪ ways to enhance personal and community health and wellbeing, and ▪ the composition, performance and appraisal of movement.

OVERVIEW OF LEARNING IN PDHPE K-6

The following diagram represents the key components of the syllabus. The syllabus content consists of two elements: subject matter and skills. These form the basis for achieving the syllabus aims, objectives and outcomes.

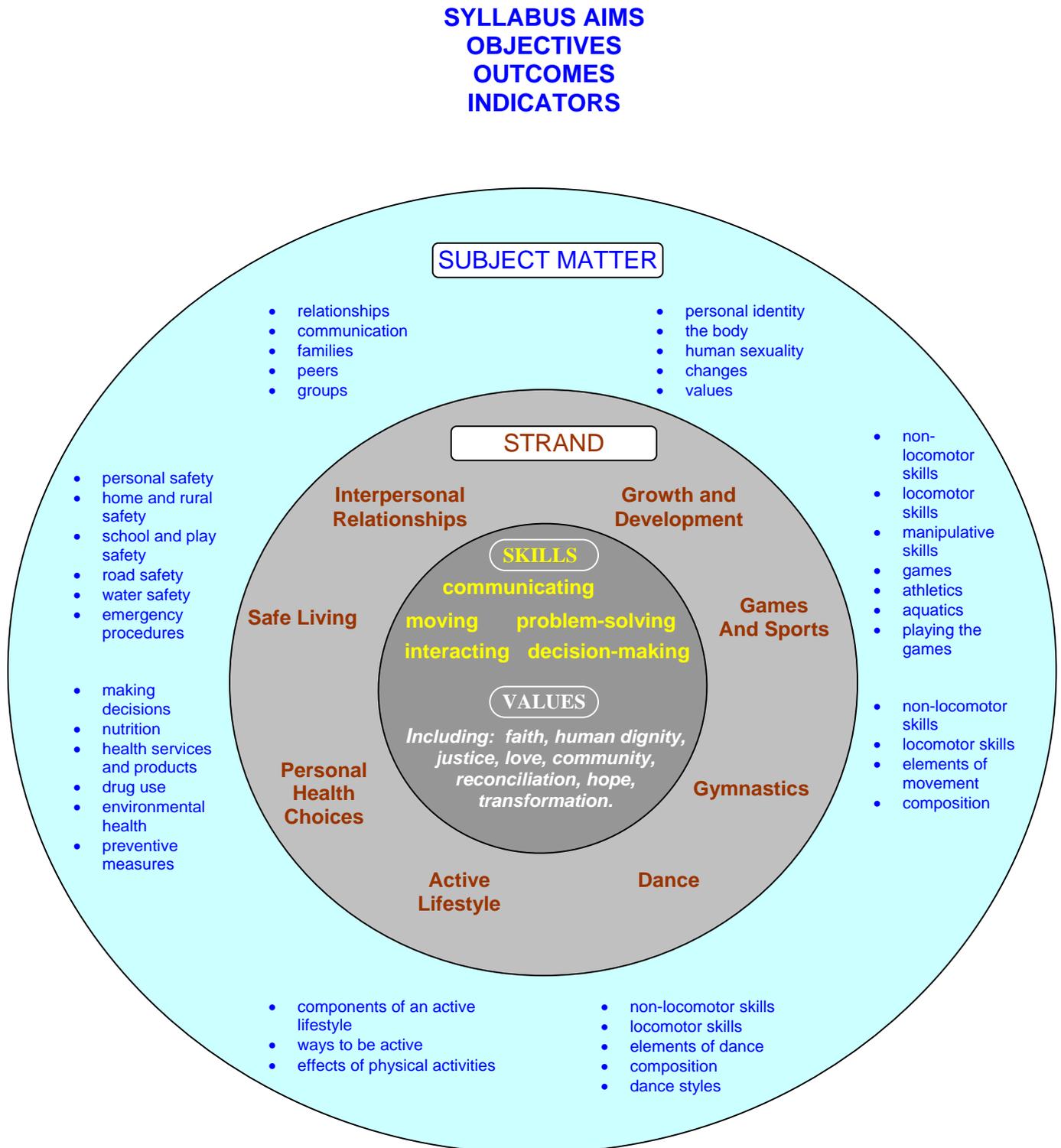
SYLLABUS AIMS OBJECTIVES OUTCOMES INDICATORS



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

OVERVIEW OF LEARNING IN PDHPE K-6 AND CATHOLIC VALUES

The following diagram represents key components of the syllabus along with gospel values. It places these values at the centre of the process.



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

A CATHOLIC PERSPECTIVE ON THE HUMAN PERSON

Central to Towards Wholeness K-6 is a Catholic understanding of the nature of the human person.

The Catholic belief is that all human beings are created in the image and likeness of God. We are able to know and love our Creator and to share in the Creator's life. This is the foundation of the dignity of every person.

Endowed with a soul, we possess intellect and free will and, when guided by sound conscience, we reach fulfilment in the love of God, neighbour and self.

We are called to grow to maturity, to live a full life, to participate in the unfolding of God's creative work. The natural contexts for this are the family, the Church and the community.

Our sexuality is an essential part of our identity and its legitimate expression is a source of joy. Through procreation we share in and respond to God's creative power.

As we grow in wisdom and maturity, we become ever more capable of responding to God's invitation to support the growth of others, to make rational and generous choices, to build up society and to live as fully developed human beings according to God's plan.

The task of the Christian family, community and school is to foster the development of those skills, attitudes and values which enable growth to full human potential to occur.

(For an expansion of the above, see the Second Vatican Council's Pastoral Constitution of the Church in the Modern World (Gaudium et Spes). A useful summary of the Christian view of humanity is to be found in the Catechism of the Catholic Church, Section 2, Chapter 1, paragraph 6).

SUBJECT MATTER

The subject matter of PDHPE K–6 is organised into eight interrelated strands. The eight strands are not mutually exclusive. Programs may select subject matter from a number of the eight strands. Particular themes and issues may be revisited in relation to a number of strands to reinforce understandings.

In order for students to achieve the outcomes of this syllabus it is essential that teaching/learning occurs in each of the strands in each stage of primary education.

After a brief reflection on each strand, Towards Wholeness K-6 offers further elaboration, from a Catholic perspective, on the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within the Safe Living strand).

Active Lifestyle

Active Lifestyle is concerned with students adopting activity patterns that promote their wellbeing. In this strand, students will examine the components of a balanced lifestyle, explore options for recreation and develop the skills and attitudes necessary for an active lifestyle.

We were all created by a loving, caring God whose intention is that we should live active and fulfilling lives. In being fully human, we reflect the creative majesty of God. We all have an important responsibility, therefore, to value and care for ourselves, each other and all creation.

In our effort to care for ourselves properly, we should monitor all aspects of our work, rest, leisure and exercise.

Beliefs and Values

- 1. We are called to live life to the full.*
- 2. We have a duty to care for our whole selves, that is, our mental, social, physical, cultural and spiritual selves.*
- 3. God loves us and delights in our enjoyment of His gift of life.*
- 4. We have a right to work in conditions that foster dignity and respect the claims of justice.*
- 5. Workers should have the opportunity to develop and contribute their gifts and talents.*
- 6. Workers should be allowed sufficient leisure to cultivate all aspects of their life, whether familial, cultural, social or spiritual.*
- 7. God's meaning and purpose is present in every aspect of our lives.*



The Sabbath is the climax of God's creative activity: '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)



Leisure gives the learned person the chance to acquire wisdom; a person with few commitments can grow wise. (Ecc 38:24-34)



The Scriptures give several insights into how our lifestyle is to be viewed. Trust in God is contrasted with worrying about livelihood. (See Mt 6:19-34)



*We should see ourselves as co-workers with God.
'For we are God's servants, working together; you are God's field, God's building.'* (1 Cor 3:9)



Since God is the source of life, people are capable of giving and caring for life. It is God's wish that we lead a lifestyle that realises our full potential. 'The individual must not despise his own bodily life and he must not despise bodily life in others. He has a solemn duty to preserve his own life by his own labour, and he has a solemn duty to feed the hungry and to help a neighbour in distress.' (R. Lawler, et al (eds), *The Teaching of Christ (Our Sunday Visitor, Huntingdon, IN 1978)*, p. 316)

Dance

Dance develops the ability of students to communicate and express themselves through movement. Through dance, students develop awareness of the ways their bodies move, the space in which they move, the time and quality of their movements and their relationship to each other and objects. Students participate in composing, moving and appreciating a range of dance styles.

The devotion of a whole content strand to Dance reinforces its importance as a form of human expression and cautions us to avoid the subtle separation of body and spirit.

God views all creation as good: the variety and richness of human expression is affirmed in the proper use of different skills and in the different forms of dance, with the implied need to respect culture, dignity and the right of all to participate and perform free from hindrance and discrimination.



*Human beings express themselves through dance in all times and cultures:
'David danced before the Lord with all his might'* (2 Sam 6:14)



'Then the prophet Miriam, Aaron's sister, took a tambourine in her hand; and all the women went out after her with tambourines and dancing.' (Ex 15:20)

Games and Sports

This strand develops each student's competence and confidence in a broad range of games, sports and physical activities. Students develop fundamental movement skills (FMS), progressing to more games-and sports-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment.

The Church teaches the value and importance of the balance of work and leisure. It reminds us that we can use our bodies in the quest for wholeness, particularly by appreciating and developing the skills that contribute to the enjoyment of life.

Games and sport can also contribute to the building up of community and lead to the appreciation of the gifts of others.



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

Growth and Development

Growth and Development involves developing each student's understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur throughout the cycle of people's lives. Students participate in activities that increase their confidence and competence to manage change.

God has created each of us to grow into the fullness of life.

Beliefs and Values

- 1. Every person is unique, with God-given gifts.*
- 2. We change and grow to become people God calls us to be.*
- 3. We are called to wholeness, completeness and maturity.*
- 4. We are created in the image and likeness of God.*
- 5. Church and society encourage us to grow as persons.*

Personal Identity

We are made in God's image and therefore, we are of inherent dignity and worth.



Our body is a gift of God, 'God's Temple' (1 Cor 3:16), to be treated with respect.

The Body

Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy and responsibility, according to God's plan.



'God saw everything that he had made and indeed it was very good.' (Gen 1:31)

Mutual love of spouses is the strength of enduring unions: '... husbands must love their wives as they love their own bodies; for a man to love his wife is for him to love himself.' (Eph 5:28; see also 5:21-33)

Changes

Each person grows and changes, passing through stages on a journey towards full maturity. God is with us on this journey, reassuring and challenging. We are never alone.



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)

Values

The life-giving values of the Gospel underpin every aspect of the curriculum of the Catholic school. Values such as love, justice, compassion, freedom, reconciliation and hope are promoted through the relationships that are developed, the topics that are studied and the decisions that are made and shared.



'Let 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)

Gymnastics

The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigate and succeed in a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. The gymnastics experiences recommended in this syllabus are appropriate for all students. They do not involve Olympic or competitive gymnastics disciplines.

In promoting co-ordination, self-confidence and a sense of well-being, this activity contributes to the development of the whole child who is at the core of the curriculum when viewed from a Catholic perspective.



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)

Interpersonal Relationships

Interpersonal Relationships is concerned with developing an understanding of the nature of relationships. Students develop skills for building positive responsible relationships, and practise their application so that they can use them effectively in their lives.

Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended.

Among family, friends, members of our peer group and others, we find our place as contributing members of society.

Jesus provided challenging answers to the questions, ‘Who are my brothers and sisters?’ and ‘Who is my neighbour?’ His Sermon on the Mount and the healings that surrounded it, along with the descriptions, in the Acts of the Apostles, of the earliest Christian communities present a radical understanding of how a shared life can be lived.

It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.



The gifts of the Spirit are for the good of all, not just for 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)

Personal Health Choices

Personal Health Choices examines the process of making lifestyle decisions and putting them into practice. This strand considers the personal health decisions that students make about their lives relating to nutrition, hygiene, consumerism, drug use, the environment and disease prevention.

Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being.

Taught from a Catholic perspective, this strand seeks to develop the children’s abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.



The choices that Christians make are inspired by the example of Christ. We are urged to embrace true freedom and to live life to the full. (See Jn 10:10)



Our choices have consequences that often rebound on ourselves and others. (See Mt 13:18-23)

Safe Living

Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm.

This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society.



The story of the Exodus (Ex 6:6-8; 16:4-8; 17:1-7) and the Good Samaritan (Lk 10:25-37), the many stories of healing (e.g. Mt 20:29-34; Lk 14:1-6) and the story of Jesus' concern for the safety of the disciples in Gethsemane (Jn 18:1-9) are just some of the many scripture passages which convey a divine concern for the safety and protection of people. The human needs for security, peace and love draw us to one another and ultimately to God.

SKILLS

There are five essential skills that students should develop from PDHPE. They are:

Communicating

Students should develop a variety of skills for communicating: being able to express needs, wants, feelings, ideas and opinions; being able to listen attentively and respond appropriately; being able to use negotiation, conflict resolution, refusal and assertiveness skills effectively in a range of situations.

Decision Making

Students should develop decision-making skills in the context of making healthy personal and lifestyle choices. This involves: making informed decisions; selecting and adopting safe practices; distinguishing between fact and opinion in health matters; accepting responsibility for decisions and resulting consequences; being able to use information gained to inform future decision making; making collective decisions for the common good.

Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church.

Students learn to respect the rights of others to acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.



Sometimes correct decisions are painful to make, yet the consequences are lasting: '... unless a grain of wheat falls into the ground and dies, it remains only a single grain; but if it dies, it bears much fruit.' (Jn 12:24)



*For background information on conscience development and moral decision making, see: S. De Benedittis, *Teaching Faith & Morals* (Winston Press Inc., Minneapolis 1981); R.J. Reichert, *Options & Choices: lifestyles for today's disciples* (Wm. C. Brown, Dubuque, Iowa 1992); M. Trainor and E. Morris, *Making Decisions of Conscience, A Catholic approach to moral decision making* (St Paul Publications, Homebush NSW, 1996).*

Interacting

Skills for relating positively to others and the environment include: working cooperatively as a group member; generating and abiding by rules for common benefit; developing and maintaining friendships; offering assistance and encouragement to others; accepting support and assistance.



Jesus modelled a spirit of gentleness and non-condemnation for our dealings with others. All people are of value and must be treated with dignity and respect. (See Mk 12: 28-34)

Moving

Students develop the ability to: move effectively in response to a variety of stimuli; participate regularly in a range of games and sports; demonstrate mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running; create and perform sequences of movement with variation in movement quality.

Problem Solving

Students develop problem-solving skills by: gathering relevant information by observing, questioning and researching; generating alternative ways of resolving problems; using a range of problem-solving strategies; selecting the most appropriate solution; identifying people who can assist; carrying out a plan and reflecting on the results.

Our students need to gain a positive attitude to problem solving. Problem solving strategies require empathy, the ability to listen and identification of the consequences. Jesus often led others to reflect on their own lives and to consider their problems within the wider context.



Jesus challenged even those who were insincere in their questioning, to reflect more profoundly and honestly: 'Then they sent to him some Pharisees and some Herodians to trap him in what he said. ... And they were utterly amazed at him.' (Mk 12:13, 17)

A MORE DETAILED CATHOLIC PERSPECTIVE ON THE STRAND OF

GROWTH AND DEVELOPMENT

Personal Identity

Beliefs and Values

1. Each person is unique, worthy of respect and love, created in the image and likeness of God.
2. As an individual, I am a person of God.
3. I am special, as God loves me.
4. God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential.
5. Appreciation of the gift of life and dignity of the individual, hope in the face of hardship and self-acceptance are achieved while walking with Jesus.
6. While respecting others we do not necessarily take on their values or opinions. We are able to discriminate between what is right and what is wrong.
7. Negative values, such as selfishness and individualism, are sometimes highlighted with approval in the mass media. They stand in contrast to the life-giving values of Jesus.



Jesus distilled the commandments into two: 'You shall love the Lord your God with all your heart, with all your soul, and with all your mind.' This is the greatest and first commandment. And the second is like it: 'You shall love your neighbour as yourself.' (Mt 22:37-39)



'I have called you by name.' (Is 43:1)



'Not that I have secured it already, not yet reached my goals, but I am still pursuing it in the attempt to take hold of the prize for which Christ Jesus took hold of me.'
(Ph 3:12)



'For surely I know the plans I have for you, says the Lord, plans for your welfare not your harm, to give you a future with hope. Then when you call upon me and come and pray to me, I will hear you.' (Jer 29:11-12)



Our gifts differ according to the grace given to us. (Rm 12:6-8)



As God's people we are of great uniqueness and diversity. (Gal 3:28)

It is our responsibility to be faithful to ourselves, others and God in all areas of our life. (Ecc 25:1-2)



'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)



'God is the source of life and we are responsible for giving and caring for it. Within God's love we can realise our full potential. The individual must not despise their own life or the life of others. Each individual has the solemn duty to preserve their own life by their labour and they have a solemn duty to feed the hungry and to help a neighbour in distress.' (R. Lawler et al (eds), *The Teaching of Christ (Our Sunday Visitor, Huntingdon, IN 1978)*, p. 316)



'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 (UK: SCM Press 2000)*, p. 98)

The Body

Beliefs and Values

1. We are called to live life to the full.
2. We have an obligation to care for others and ourselves.
3. We should appreciate and respect our body and the bodies of others.
4. We have a responsibility to be of service to and support those who are suffering.
5. God is always showing us love.



We are encouraged to have life to the full. (Jn 10:10)



'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 (1997)*, p. 65)

Human Sexuality

The students require the correct information on the moral aspects particularly, of human development. What are my choices? What is the emotion involved? What is the effect? What are the consequences? Similarities and differences in the ways in which girls and boys experience and express emotion can be fruitfully discussed. What are the messages between the two and are they honest? Students need to identify with positive role models. Conversation concerning STDs and HIV/AIDS is a reminder of the importance of sexual responsibility. Faithfulness in a relationship is fundamental.

Beliefs and Values

- 1. Sexuality is a God-given gift.*
- 2. We appreciate and respect our bodies and the bodies of others.*
- 3. Authentic human sexuality is the integration of the physical, relational and spiritual aspects and is to be valued as a significant determining factor in shaping our personality.*
- 4. We should be aware of emotions as contributing to the richness of life.*
- 5. We are called to identify and strive towards the living of Christian values.*



Our body is the 'temple of the Holy Spirit' (1 Cor 6:19) and as such is a sacred place where God dwells. It is always worthy of respect.



Sexuality and the complementarity of man and woman are innate human characteristics. Humanity is created in the image and likeness of God. (Gen 1:27-28; 2:23-24)



Each individual is created in the image and likeness of God. (Gen 1:27-28; 2:23-24)



'Sexuality refers to a fundamental component of personality in and through which we, as male or female, experience our relatedness to self, others, the world and even God.' (United States Catholic Conference, Human Sexuality, A Catholic Perspective for Education and Lifelong Learning (U.S. Catholic Conference 1991), p. 9)



'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)



'Sexuality is by no means something purely biological, but concerns the innermost being of the human person as such.' (John Paul II, The Christian Family in the Modern World (1982), n. 11)



The gift of procreation for the married couple 'makes them capable of the greatest possible gift, the gift by which they become co-operators with God for giving life to a new human person.' (John Paul II, The Christian Family in the Modern World (1982), n. 14)



'The infant is a unique reflection of the singular and special bond between husband and wife – for no other combination of person could have produced this particular child.' (United States Catholic Conference, Human Sexuality, A Catholic Perspective for Education and Lifelong Learning (U.S. Catholic Conference 1991), p. 44)



'Femininity and masculinity are complementary gifts, through which human sexuality is an integrating part of the complete capacity for love which God has inscribed in a man and woman. "Sexuality is a fundamental component of personality, one of its modes of being, of manifestation, of communicating with others, of feeling, of expressing and of living human love."' (Pontifical Council for the Family, The Truth and Meaning of Human Sexuality (1996), n. 10)



Catechism of the Catholic Church, n 2332, 2361, 2350.



'As a people of faith, Christians realise humanity has been loved into being. Created out of love, we are made for love. We live because God loves us, and to the extent that we live with his love inside us, we are enabled to love even as he has first loved us.' (J.A. Komonchak et al. (eds), *The New Dictionary of Theology* (Gill and Macmillan, Dublin 1990))



'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)

Changes

Change occurs and must be accepted. In dealing with change, we also change. Each stage of life is equally important, childhood, adolescence, adulthood and mature age; each must be accepted and celebrated. All human beings suffer loss and grief at some stage. Jesus had great friends, Martha and Mary. We see Jesus' friendship in the raising of Lazarus. Friends move on, new people come into our life and enrich it, we enrich others' lives. God doesn't put more pressure on us than we can deal with. God loves us as we are. Stress is something that can become unrealistic. God's expectation of us is that we do our best. Our best will differ from someone else's best. Stress can change our perception of reality or our expectations of it. We can deal with what we have and change what is possible.

Beliefs and Values

- 1. As we grow and develop we enjoy all our capacities and gifts, our intellect, our emotions, our spirit, our will and our physical bodies.*
- 2. Honest and open communication is essential to the quality of our lives.*
- 3. Self-respect and self-acceptance are fundamental to healthy growth.*
- 4. Responsibility, self control, appreciation of others' views and self-knowledge are the keys to positive emotional growth.*



*Mary accepted changes that were part of God's plan. (Lk 1:46-55).
(See the Magnificat.)*



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)



The rhythms of life are to be accepted and responded to: a time for everything. (Ecc 3:1-8)



'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, n. 2319)

Values

The positive values named in this section of the syllabus are appropriately taught in Catholic schools.

The Catholic school, however, does not concern itself only with those values that find general acceptance within a pluralist society. The culture and curriculum of the school reflect a Catholic way of understanding life and its purpose; they are grounded in the values of the Gospel.

Amongst the core beliefs and values that find expression in PDHPE within the total Catholic curriculum are the following:

- *Each person is created and loved by God and thus has inherent dignity.*
- *All human life is sacred.*
- *Individuals are unique, with each person challenged to share in God's creative work.*
- *Human beings are essentially social, finding their identity in relationships and community. Sexuality is a sacred gift that needs to be understood and respected.*
- *All are invited to grow and develop, and to assist the growth and development of others and of society.*
- *The individual is served by a balanced education that seeks to integrate the development of the intelligence, emotions, physical capacities, spirit and character.*
- *Jesus Christ is the model of the fully integrated person. The values he lived out through word and action in his life inspire the Catholic curriculum implicitly and explicitly within every Key Learning Area.*

Whilst the Gospel presents a rich array of life-giving values, Catholic educators place a particular emphasis on the following in developing school culture and curriculum:

- *justice*
- *truth*
- *community*
- *faith*
- *service*
- *reconciliation*
- *peace*
- *love*
- *reverence*
- *wonder*
- *human dignity*
- *compassion*
- *endurance*
- *hope*



Many Scriptural passages illustrate these values:

Take care of others. (Rm 12:3-13)

A Christian can never do evil so good can come of it. (Rm 3:8)

The Annunciation. (Lk 1:26-38)

A time to laugh and a time to cry. (Ecc 3:4-7)

Jesus accepts people as they are. (Mk 2:15-17)

I shall call you servants no longer. (Jn 15:15)

Do to others as you would have them do to you. (Mt 7:12)

There are no more distinctions. (Gal 3:28)

Because you are precious in my eyes. (Is 43:4)



The aim of the various school subjects 'is not merely the attainment of knowledge but the acquisition of values and the discovery of truth.'

(Sacred Congregation for Catholic Education, The Catholic School (1977), n. 39)



'If Christians are called by Jesus to be one body and to live a life of witness, then they have a common responsibility to seek and live by the truth in moral matters.' (R. Gascoigne, *Freedom and Purpose: an introduction to Christian ethics* (E.J. Dwyer, Sydney 1993), p. 184)

A MORE DETAILED CATHOLIC PERSPECTIVE ON THE STRAND OF

INTERPERSONAL RELATIONSHIPS

The ultimate Christian model of relationships is to be found in the person of Jesus. The examples found in the New Testament reflect Jesus' acceptance of outsiders, of the sick, of the dispossessed and of the unloved. All elements of society were treated with respect and dignity. Jesus' love for all people was witnessed to by his lack of discrimination and his outrage at injustice, abuse of power and hypocrisy.

Jesus communicated his concern for others by welcoming and accepting all people. His love for others was displayed through his empathy and compassion. He communicated to others by word and by deed. He acknowledged and demonstrated his feelings in a manner that recognised his own worth and dignity and that of others.

His experiences illustrate both the loving care and challenges that are integral components of family life. His human interaction with friends and colleagues reflects the importance of empathy, compassion, love and forgiveness within relationships. Despite his disappointments and betrayals by those he loved, he remained forgiving and tolerant.

The influences of peers, media and social convention should be identified and critically evaluated in order to facilitate the development of confidence, self-esteem and resilience. We aim to equip students with the skills, knowledge and confidence to deal positively with and address all influences on their lives.

Relationships

Beliefs and Values

Every person has rights and responsibilities:

- 1. Rights are accompanied by responsibilities to promote similar rights for others. These include: the right to a decent quality of life, to freedom from discrimination, to freedom to pursue the truth, worship freely, choose a vocation, do worthwhile work and participate in society for the common good.*
- 2. To develop our conscience we need to be aware of our responsibilities, to understand and have the knowledge to make choices and accept the consequences.*
- 3. Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance our own sense of worth.*
- 4. The ideal situation for a child to be nurtured and grow is in a family.*
- 5. We are responsible to take appropriate and reasonable action against perceived injustice and discrimination.*

Various relationships make up our life. When dealing with other human beings, many influences are evident. Different types of communication may be necessary to convey a point of view. The role and effect of the family are important. The valuing of friends, peers and other groups are vital if we are to accept our place in society as contributing members. Our relationships develop through reflection, critical awareness, equitable interaction and commitment. Quality relationships reflect the image of God in our lives. We were asked to love God and love others.



The Scriptures provide many injunctions and examples of life-giving relationships that can be used in classroom teaching:

Treat others as you would like them to treat you. (Mt 7:12)

Everyone must give what they can. (Deut 16:19)

God you know me. (Ps 139)

Trust in God. (Lk 12:22-31)

Do what is right. (Mt 6:8)

Martha and Mary. (Lk 38-42)

The conspiracy against Jesus. (Mt 26:1-5)

You did not choose me. (Jn 15:16-17)

A faithful friend. (Si 6:14-17)

Jesus broke through convention. (Jn 4:7-42)



'The religious dimension of the school climate rests with the teachers, as individuals and as a community. The religious dimension of the school climate is expressed through the celebration of Christian values in Word and Sacrament, in individual behaviour, in friendly and harmonious interpersonal relationships, and in a ready availability.' (Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), n. 26)



'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.' (Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to Faith*, 1982, n. 33)



The Church encourages an informed conscience for our own sake and for the sake of others. 'A well informed conscience directs our relationships with others.' (Pastoral Constitution of the Church in the Modern World (Gaudium et Spes), 1965, n. 17)



'The basic moral experience is that of the value of the persons in their environment. We tell the truth, we keep promises, we respect the physical and moral integrity of others, we try to be just and loving ... in this sense, morality is about interconnectedness as persons and between the human community and the whole of the planet earth.' (A. Hogan S.J., *On Being Catholic Today - What kind of person should I be?* (Collins Dove, Victoria, 1993)

Communication

Communication is skill-based. Recognising and discerning appropriate times and responses have to include consideration of the people involved. Jesus links pardon and compassion, forgiveness and celebration when he says: 'Be compassionate as your Father is compassionate' ... 'Grant pardon, and you will be pardoned.' (Lk 6:36)

Beliefs and Values

1. *By means of communication that is honest, supportive and based in trust, we affirm the value of each other.*
2. *Effective communication is the basis of satisfying human relationships. Communication is the life-blood and the heart-beat of every relationship.*
3. *Honest and open communication will enable us to become mature and responsible Christians, able to make and evaluate personal choices.*
4. *The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through the community and its various structures.*



*The full range of effective communication is found in the Scriptures:
Being compassionate towards others. (Heb 2:17)
Forgiveness. (Mt 18:21-22)
Loving of enemies. (Lk 6:27-35)
Jesus in the Synagogue. (Lk 4:16-20)
Strength in the search for justice. (Is 42:1-4)*

Conflict resolution skills are important to everyone in our community. Mediation is a process by which parties in dispute are brought together to negotiate their own solution in a non-adversarial, non-coercive way to assist a third party. Jesus lived a fair and just life, giving us the example of how we should treat others.



'Learning about conflict resolution and practising negotiation skills are best developed in a safe, supportive environment. Practice provides an awareness of options and the confidence to approach a dispute with peers from the perspective of a fair-minded problem solver.' (Lions Quest, Working It Out, Tools for Everyday Peacemakers: Conflict Management Program for Grades K-6, 1999)

Families

The major focus for the family is the love shown to the children.

Beliefs and Values

- 1. The family itself is of profound value. It provides our most formative early experiences, meets so many of our basic needs and prepares us for living a full and virtuous life.*
- 2. Individuality, responsibility, companionship, consideration of others' needs, concern, respect, encouragement of personal growth, dignity and equality are essentially valued in happy families.*
- 3. Membership of a family, particularly parenthood, is a sacred trust that brings with it the grave responsibility to foster an environment that nourishes growth and proper personal development.*



Christ offers many examples of loving relationships in the context of family:

The lost and dutiful sons. (Lk 15:11-32)

Jesus in the Temple. (Lk 2:41-52)

Jesus and His mother at the Cross. (Jn 19:25-27)

Jesus, Mary and Joseph. (Lk 2:15-20)

We are God's family. (Mt 12:46-50)



'Far from withdrawing into itself, the family is called to open itself to the social environment, to become – moved by the sense of justice, by concern for others, and by the duty of its responsibility towards the whole of society – an instrument for humanising and personalising, a service to neighbours through various expressions of fraternal help, a defence and conscious guardian of its own rights and duties.' (John Paul II, *Christian Family in the Teaching of John Paul II* (1990), n. 98)



'Parents are the primary educators in the faith. Together with them, especially in some cultures, all members play an active part in the education of the younger members.' (Congregation for the Clergy, *General Directory For Catechesis* (1988), n. 255)



'The family is the "first and vital cell of society." Thus the family, fostering authentic and mature communion between persons, is the first and irreplaceable school of social life, an example and stimulus for the broader community relationships marked by respect, justice, dialogue and love'. (John Paul II, *The Role of the Christian Family in the Modern World*, n. 43)



Catechism of the Catholic Church, n. 2208, 2223 and 2219.

Peers and Groups

The importance of the peer group is usually high as most individuals seek acceptance from others. A positive environment for the peer group is sought in all schools.

Membership of different groups within the school and society helps a child to reach full potential. Groups provide contexts where children with different and diverse interests and talents can develop.

Beliefs and Values

- 1. We are responsible for others and ourselves.*
- 2. We recognise the rights and dignity of others, through courtesy and respect.*
- 3. Groups need individuality, responsibility, friendship, consideration, concern, respect, encouragement, dignity and equality.*



The communal nature of Christianity is one of its essential features:

You are my friends. (Jn 15:12-15)

Qualities of friendship. (Col 3:11-14)

Be a servant to all. (Lk 2:15-20)

The early Christian community. (Acts 2:42-47)

A MORE DETAILED CATHOLIC PERSPECTIVE ON THE STRAND OF

PERSONAL HEALTH CHOICES

God's love creates and sustains all of creation. Every human being is created in the image of God, is uniquely gifted by God and is called by God to live with a sense of mystery and a sense of belonging in a relationship of mutual interdependence with all creation.

We share in the God-given privilege of stewardship for all creation. This privilege includes the personal and communal responsibility to grow in the image and likeness of God. Through Baptism we share in the mission of Jesus. 'I have come that they may have life and have it abundantly.' (Jn 10:10) Making responsible decisions about ourselves and others requires knowledge and appreciation of what it means to have life abundantly.

Our intrinsic value is reflected in our respect for ourselves and the measures we take to protect ourselves from physical, mental and social harm. We are entrusted with the care of and nurture of our physical selves. Consequently, we need to be discerning about our choices of food and drink. Care of our physical self also requires that medications only be used as prescribed and that the misuse of any substance should always be avoided.

Our responsibilities to other people support our interpersonal relationships. These relationships are based on the example of Jesus' life and the values he taught, especially love, care, respect and truthfulness. The privilege of stewardship extends to every part of Creation as an inclusive covenant to care for our planet with a sense of mutual interdependence and recognition that all is a God-given gift.

As students develop into adolescents, they are required to make informed decisions about potentially harmful people, situations and substances. Abuse of anything is not part of God's creative love. Good choices enrich our relationship with God, with ourselves and with each other. These enhance our personal dignity, the dignity of others and nourish our potential to grow in God's image and likeness.

Beliefs and Values

- 1. Life is a sacred gift from God.*
- 2. All God's creation is unique and special.*
- 3. God encourages us to grow as persons.*
- 4. We are called to wholeness, completeness and maturity.*
- 5. We follow Jesus' word by loving others and ourselves.*
- 6. We appreciate and respect our bodies and those of others.*
- 7. Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well-being.*

Making Decisions

To make the right choice we must determine what makes it right and what effect it will have. Is it in God's plan for me? 'Christians depend not only upon their experience and their autonomous reflection but on the words of Jesus. They seek to understand in the light and the person of Jesus and seek to discern how they ought to act.' (Timothy E. O'Connell, *Making Disciples: a handbook of Christian moral formation* (Crossroads Publishing, New York 1998), p. 11)

Beliefs and Values

1. *Students are encouraged to make sound moral judgements based on a well-formed conscience.*
2. *All human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope.*
3. *Freedom in particular is the exceptional sign of God's image in the human person.*
4. *Responsible and effective decision-making takes place in the Christian context of self, family, Church and society.*
5. *Human beings are made in the image and likeness of God. They need to be aware of the consequences of their decisions on others, whether interpersonal, environmental or global.*



Christian decision-making is based on the example of Christ and seeks to encourage attitudes that foster dignity and the freedom and willingness to live life to the full. This often requires patience and flexibility. (Mk 7:12; Gal 5:1; Jn 10:10)



Any life decision needs to be characterised by service, love, compassion and equality. (Ti 1:8; Jn 2:1-12; Lk 15; Mk 9:33-37)



Our decisions have consequences that often rebound on ourselves and others. See, for example, the Parable of the Sower. (Mt 13:18-23)



Commitment to Christ and gospel values has certain consequences. Sometimes decisions are painful: 'Unless a wheat grain falls into the earth and dies, it remains only a single grain; but if it dies it yields a rich harvest.' (Jn 12:24)



Hope is an important virtue that gives balance to decision-making. The hope of the Christian is founded in 'Christ among you, your hope of glory.' (Col 1:27)



'Conscience is a judgement of reason by which the human person recognises the moral quality of a concrete act.' (Catechism of the Catholic Church, n. 1796)



'A well-formed conscience is upright and truthful. It formulates its judgements according to reason, in conformity with the true good willed by the wisdom of the Creator. Everyone must avail himself of the means to form his conscience.' (Catechism of the Catholic Church, n. 1798)



'The education of a conscience is a lifelong task. From the earliest years, it awakens the child to the knowledge and practice of the interior law recognised by conscience The education of the conscience guarantees freedom and engenders peace of heart.' (Catechism of the Catholic Church, n. 1784)



The Catholic school 'must develop persons who are responsible and inner directed, capable of choosing freely and in conformity with their conscience.' (Sacred Congregation for Catholic Education, *The Catholic School* (1977), n. 31)



*Decision making is better done with the assistance of others. 'We believe in God who has intended all people for a life in a community enriched by relationships in the family, in the Church and in society'. (NSW Catholic Education Commission, *Personal Development and Christian Values* (1987), p. 10)*

Nutrition

Beliefs and Values

- 1. We are stewards of our bodies which in turn are connected to other people through relationships and indeed to the entire cosmos in various ways.*
- 2. Healthy self-esteem and bodily care are affected by how much we are convinced that we are made in the image and likeness of God.*
- 3. The topics of food, hunger and consumerism are interwoven with considerations of Christian justice, equality and dignity. Pope John Paul II reminds us that the central principle of Catholic social doctrine is that the goods of this world are originally meant for all.*
- 4. The area of nutrition is inevitably linked on a sacramental level with the Eucharist. The right to be fed adequately and to other human rights is ultimately connected to nourishment at the Eucharist table to which every person is entitled.*



We are sent into the world as evangelisers who proclaim Christ's message. Our inherent dignity is based on our creation in the image and likeness of God. God calls upon us to make decisions based on the need to do what is right, to love loyally, and to walk humbly with our God. Jesus pronounces dire warnings for those who are rich, who have plenty to eat, and who flout the demands of justice in areas of food consumption and sharing of the world's resources. (Jn 20:21; Ps 8:5-6; Mi 6:8; Lk 6:24-25)



Our food is originally provided by God's hand. At certain times it may be beneficial to deny ourselves the fruits of the earth such as in the gospel discipline of fasting. The Scriptures affirm the God-given pleasures of food but also counsel that real sustenance derives from actively following the will of God. (Gen 1:29; 1 Ti 4:3; 1 Cor 6:13; Lk 12:23)



'Actions that violate the underlying laws of human nature can result in suffering for the individuals concerned, as well as for society. For example, actions which show no regard for personal health can lead to illness and even death.' (The Education Committee of the Australian Catholic Bishops Conference, *The Word Dwells Among Us*, (Collins Dove, Melbourne 1990), p. 215)



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* (1988), n. 16)

Health Services and Products

Beliefs and Values

1. *We have a responsibility to promote our health by making wise decisions.*
2. *By seeking appropriate information about goods and services, we ensure that our decision making is informed.*
3. *We are discerning in our evaluation of the health-related information we receive from peers and from the media.*



Human beings are created in God's image and likeness. (Gen 1:26) Hence there is a sacredness in the bodily dimension of every human life.



The Commandments state, 'You shall have no other gods before me.' (Ex 20:3) Christians must keep their relationship with God in its proper perspective. Our very existence loses its purpose and meaning when material things become the absolute focus. Some forms of contemporary marketing of health products can lead us to an unhealthy preoccupation with our bodies.



See also Gal 4:6-7 (we are children of God, not slaves) and Mt 5:1, (Jesus' endorsement of the Commandments).

Drug Use

Beliefs and Values

1. *Our bodies are temples of the Holy Spirit. We have been blessed with freedom to deny error, choose truth and live life to the full.*
2. *We are called to wholeness and holiness.*
3. *Effective decision-making is dependent on an informed conscience.*



Christians believe that their bodies are given to them as ‘temples of the Holy Spirit’ and that freedom and dignity demand that they not abuse their bodies in any way. Drugs and alcohol should not be misused but used beneficially in the knowledge that all God’s creation is good and ultimately beneficial. (1 Cor 6:19-20; Gal 5:1; Prov 9:1-2)



The message of the Church on drugs is one of hope: ‘... just as you did it to one of the least of these who are members of my family, you did it to me.’ (Mt 25:40)



We all have the right to feel safe and in possession of full human dignity. Christian decision-making always considers the place of the needy, threatened and outcast. (Ps 12:5; Lk 19:1-10)



Assertiveness and communication skills are indispensable. Both are based on listening. At times assertiveness and refusal skills are necessary as demonstrated by Jesus and His followers. (Mt 17:23 and Acts 13:44-52)



‘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)

Environmental Health

Beliefs and Values

1. *Christian concern for personal and relational health extends naturally to environmental and cosmic health.*
2. *All God's creation is good and sacred, calling for careful human stewardship.*
3. *An education in ecological responsibility for oneself, others and the earth is of great importance.*
4. *All the above issues have an inseparable ethical dimension. In many of these situations humanity is called to make a moral about-face.*



The sacredness of all creation. 'And God saw that it was good.' (Gen 1:12)



Through Christ, all things have been reconciled to the Creator, both in heaven and on earth. (Col 1:19-20; Eph 1:9-10) Christians pray for a new heaven and new earth in which righteousness will dwell. (2 Pet 3:13)



Relationships within all social units are built on equality. (1 Cor 7:14) The model of all relationships is the compassionate interrelating of the Trinity and the love of Christ for His Church. (Eph 5:22-25)



Our individual influence is likened to that of a mustard seed. (Mk 4:30-32) At the same time, we each have a contribution to make, each according to his/her own part and talents. (1 Cor 12-13)



'The earth is ultimately a common heritage, the fruits of which are for the benefit of all.' (Pastoral Constitution on the Church in the Modern World (1965), n. 8)



'The world is in dire need of hope. Some of the problems which loom on the horizon include hunger, environmental pollution, population growth, disparity of wealth and resources, and the persistent danger of war ... Industrial waste, deforestation, pollution resulting from a consumer society and other abuses are present. As Pope John Paul II has said, "Our future on this planet, exposed as it is to nuclear annihilation, depends upon one single factor: humanity must make a moral about face."' (M.F. Pennock, This Is Our Faith, A Catholic Catechism for Adults (Ave Maria Press, Notre Dame, IN, 1989), pp. 129-131)



'People have destroyed, and even driven into extinction, other forms of life; they have indiscriminately consumed the world's resources ... Greed often underlies our use of the world's resources ... [and] all too often "the order of things has taken precedence over the order of persons", and human rights are subordinated to social, scientific and economic ideologies.' (Education Committee of the Australian Catholic Bishops Conference, The Word Dwells Among Us, (1990), nn. 1.48-1.49, p. 26, cf, n. 10.9, nn. 10.15-10.16)

A MORE DETAILED CATHOLIC PERSPECTIVE ON PERSONAL SAFETY

(within Safe Living Strand)

Beliefs and Values

1. *Life is a precious gift entrusted to us by God.*
2. *Each person has rights and responsibilities in relation to personal safety.*
3. *We have a responsibility to protect and care for ourselves.*
4. *We have a responsibility to protect and care for others.*
5. *A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments.*



'God wants us to be safe and will protect us as we come and go now and forever.' (Ps 121:5-8)



'Caring for one another ... let love make you serve one another. For the whole law is summed up in one commandment. Love your neighbour as you love yourself. But if you act like wild animals, hurting and harming one another then watch out, or you will completely destroy one another.' (Gal 5:13-15)



'Speak up for people who cannot speak for themselves. Protect the rights of all who are helpless. Speak for them and be a righteous judge. Protect the rights of the poor and needy.' (Prov 31:8-9)



'People who say they love God and hate their neighbour are liars. For they cannot love God whom they have not seen if they do not love their neighbour whom they have seen.' (Jn 4:20-21)



Child protection education is, essentially, a co-operative responsibility for teachers with parents and the wider community. (Catholic Education Commission, NSW (1989), Child Protection and Personal Safety, p. 12)



Refer to Catholic Education Commission, NSW (1987), Personal Development and Christian Values, 'Caring for others, social responsibilities', p 55.



Refer to Catholic Education Commission, NSW (1989), Child Protection and Personal Safety, Appendix Two and pp. 43-45 (Indicators of abuse and neglect).

THE CATHOLIC SCHOOL COMMUNITY

The Catholic school is part of a wider community that includes home and parish. Ideally, each of these works in partnership with the others, linked in pursuit of a common vision.



*‘Everything that the Catholic educator does in a school takes place within the structure of an educational community made up of the contacts and collaboration among all of the various groups ... that together are responsible for making school an instrument for integral formation.’ (Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to the Faith* (1982), n. 22)*

The parents, of course, provide the foundations for schooling. Within the routines, relationships and interactions of family life, core values, understandings and skills are taught and learnt.

Although they express their hopes in a variety of ways and with various degrees of sophistication, Catholic parents generally seek a values-based education designed to assist their children to grow to maturity as competent, well-adjusted and autonomous human beings, people of strong character who can relate well to others and who are guided by a sense of purpose.

*The key learning area of PDHPE makes a major contribution to the achieving of such aims. It is so much more effective when the themes and issues that are treated within the program are further explored through discussion and other home-based activities within the family and in the social and religious life of the parish. (See the Board of Studies publication, *Introducing the PDHPE K-6 Syllabus to Parents and Community Members* and the Sydney CEO publication, *A Parents’ Guide to Celebrating Our Journey*.)*

Outcomes

Stage Statements

Overview of Outcomes

Outcomes and Indicators

STAGE STATEMENTS

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

Early Stage 1	Stage 1
<p>Early Stage 1 students describe physical changes that have occurred since birth. They can name and recognise a range of feelings and increasingly use self-control to deal with anger or excitement. Students learn and practise social skills such as listening, sharing and showing concern.</p> <p>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.</p> <p>As students begin to make choices and decisions for themselves, they begin to experience a sense of control over their lives.</p> <p>Students are taught and practise the fundamental movement skills of balance, spring 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.</p> <p><i>At this stage, the children are developing their understanding of God through their experiences of the world and particularly the people around them. The family, in particular, provides the natural context for the development of conscience and religious sentiment.</i></p> <p><i>As they ask, 'Who am I?', 'Where do I belong?' and 'How should I behave?', the children begin to establish concepts of rights and responsibilities. As their personal qualities are recognised and their gifts encouraged, within an ever-widening community, they begin to identify themselves as part of the Church.</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students identify experiences that they enjoy and describe how they feel before and after exercise.</p> <p><i>Stage 1 students learn that they have a special place in the plan of a loving God. Jesus is identified as a true friend who always offers forgiveness. This foundational concept of reconciliation can guide the acceptance and treatment of self and others.</i></p> <p><i>As the children become more conscious of their environment, the values of care, respect and responsibility for the created world can be strengthened.</i></p>

Stage 2

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

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

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

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

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

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

Stage 2 students take more responsibility for their actions. They become increasingly aware of their own qualities and gifts which they can share with others. They can be helped to identify some of the personal qualities of Jesus as demonstrated in His encounters with others.

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

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

Honesty and justice are a key focus for Stage 3 students. They are developing skills to critically analyse situations around them. They can be helped to a deeper consciousness of the dignity and value of a child of God. These students are becoming more familiar with the consequences of their actions. They are able to call on the gifts of the Holy Spirit to assist them in their decision making.

OVERVIEW OF OUTCOMES

Outcomes

Syllabus outcomes are specific statements of desired student achievement intended by the syllabus. These outcomes are achieved as students engage with the content of the syllabus. They are organised in stages. The outcomes are statements of the knowledge and understandings and skills expected to be gained by most students at the end of a stage as a result of effective teaching and learning of PDHPE.

Stages are sequential, chronological curriculum organisers that provide a convenient way of structuring syllabus outcomes. The stages of PDHPE K-6 are as follows:

Early Stage 1 (ES1):	Kindergarten
Stage 1 (S1):	Years 1 and 2
Stage 2 (S2)	Years 3 and 4
Stage 3 (S3)	Years 5 and 6

Most students will achieve the outcomes of each stage in the years listed above. Some students will be working towards outcomes at an earlier or later stage.

The values and attitudes outcomes for PDHPE are applicable to all stages of primary schooling. They are progressively reinforced in each stage and therefore they are not presented in stages.

A code has been applied to each of the outcomes. This does not indicate any intended sequence or hierarchy of the outcomes. Rather, it is a classification system to facilitate ease of reference. The following codes are used:

Strands	Skills
AL Active Lifestyle	CO Communicating
DA Dance	DM Decision Making
GY Gymnastics	IN Interacting
GD Growth and Development	MO Moving
GS Games and Sports	PS Problem Solving
IR Interpersonal Relationships	
PH Personal Health Choices	
SL Safe Living	V Values and Attitudes

For example, the following outcome:

GSS1.8 Performs fundamental movement skills with equipment in minor games refers to an outcome from the Games and Sports strand in Stage 1. The last number indicates that this outcome belongs to the eighth set of PDHPE outcomes.

Indicators

Each outcome in this syllabus is accompanied by a set of indicators. An indicator is a statement of the behaviour that students might display as they work towards the achievement of syllabus outcomes.

The indicators included in this syllabus are examples only. They exemplify the range of observable behaviours that contribute to the achievement of outcomes. They assist teachers to monitor student progress within a stage and to make on-balance judgements about the achievement of outcomes at the end of a stage. Teachers may wish to develop their own indicators. Alternatively, they may adapt and/or modify the syllabus indicators as appropriate.

Values and Attitudes Outcomes

Throughout the years of primary schooling students will develop an appreciation and commitment to healthy and socially just ways of living. The following outcomes apply at all stages.

A student:

- V1 refers to a sense of their own worth and dignity;
- V2 respects the right of others to hold different values and attitudes from their own;
- V3 enjoys a sense of belonging;
- V4 increasingly accepts responsibility for personal and community health;
- V5 willingly participates in regular physical activity; and
- V6 commits to realising their full potential.

While these values and attitudes are commonly endorsed within our wider culture, they have a particular significance within the Catholic school as they represent some of the core Christian understandings and values.

Skills Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
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.
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.
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.
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.
Problem Solving	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.

Knowledge and Understanding Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
Active Lifestyle	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.
Dance	DAES1.7 Moves in response to various stimuli.	DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.	DAS2.7 Performs familiar movement patterns in a variety of dance situations.	DAS3.7 Performs a range of dance styles and sequences confidently.
Games and Sports	GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.	GSS1.8 Performs fundamental movement skills with equipment in minor games.	GSS2.8 Participates and uses equipment in a variety of games and modified sports.	GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.
Growth and Development	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.
Gymnastics	GYES1.10 Performs basic movement patterns to show actions of the whole body.	GYS1.10 Follows a simple sequence that links basic movement patterns.	GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements.	GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.
Interpersonal Relationships	IREES1.11 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.
Personal Health Choices	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.
Safe Living	SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	SLS2.13 Discusses how safe practices promote personal wellbeing.	SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.

OUTCOMES AND INDICATORS

Values and Attitudes Outcomes and Indicators

Values and attitudes outcomes in PDHPE are applicable at all stages. They are progressively reinforced in each stage, therefore they have not been presented in stages.

Outcomes	Indicators
A student: V1 refers to a sense of their own worth and dignity	<ul style="list-style-type: none"> • accepts themselves as they grow and change • appreciates that their physical, social, emotional and intellectual development is unique • values themselves as an important member of various groups • expresses a realistic perception of their personal capabilities • appreciates and accepts the importance of developing a personal value system
V2 respects the right of others to hold different values and attitudes from their own	<ul style="list-style-type: none"> • appreciates the similarities and differences between themselves and others • shows sensitivity to the needs, rights, feelings and efforts of others • shows concern for the welfare of others • questions forms of discrimination against people on the grounds of their sex, race, marital status, sexuality or disability • values fair play
V3 enjoys a sense of belonging	<ul style="list-style-type: none"> • recognises the contribution they and others make to social living • appreciates the importance of family life • displays a commitment to developing and maintaining positive relationships • values positive relationships • appreciates the need to belong to various groups • values the need to work cooperatively • appreciates the important contributions they can make to various groups
V4 increasingly accepts responsibility for personal and community health	<ul style="list-style-type: none"> • values their health and safety and that of others • defends the need for making decisions that enhance health • appraises the values and attitudes of different groups within society in relation to lifestyle and health • appreciates the need for shared responsibility and decision making • appreciates the need for safe practices in a range of situations and environments • values the need to pursue healthy lifestyles
V5 willingly participates in regular physical activity	<ul style="list-style-type: none"> • values the importance of physical activity to personal health • enjoys regular participation in worthwhile physical activity • recognises the challenging and satisfying nature of performance • recognises the value of lifelong commitment to regular physical activity • appreciates the need to participate in physical activity with safety
V6 commits to realizing their full potential	<ul style="list-style-type: none"> • acknowledges effort in achieving results • recognises the aesthetic and technical qualities of movement • appreciates the features of a skilled performance • strives to achieve quality in personal performance • values the contribution made by support personnel in achieving quality performance
V7 <i>is aware of the gospel values</i>	<ul style="list-style-type: none"> • <i>cares for self and others</i> • <i>takes responsibility for developing a relationship with God</i> • <i>demonstrates the gospel values in daily life</i>

Communicating Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>COES1.1 Expresses feelings, needs and wants in appropriate ways.</p> <ul style="list-style-type: none"> • responds to simple instructions and rules • plays simple response games • makes simple requests • uses correct vocabulary for body movements, eg run, slide, skip, stretch, reach • prepares simple health messages using, for example, a touch-sensitive pad or graphics program • identifies people who can help them 	<p>COS1.1 Communicates appropriately in a variety of ways.</p> <ul style="list-style-type: none"> • creates a poster about safety rules using, for example, a computer package • actively listens to others talk about their families • talks about why they need friends • expresses feelings about safe and unsafe situations • shows understanding about others' feelings • talks about the importance of regular physical activity • expresses themselves through movement • expresses appreciation when others give help • writes and sends simple questions to determine health advice using e-mail • discusses how to store medicines safely 	<p>COS2.1 Uses a variety of ways to communicate with and within groups.</p> <ul style="list-style-type: none"> • shares ideas, feelings and opinions with others about issues such as bullying, passive smoking • communicates with students in a buddy class using e-mail to find out their likes and dislikes • uses clip art and word processing to develop merit certificates that acknowledge achievement (sporting, academic, social) • reports on participation in games and activities to a large group • role-plays correct road crossing procedure • demonstrates assertive responses to protect themselves from drug-related harm • makes a complaint, states a problem or disagrees in acceptable ways 	<p>COS3.1 Communicates confidently in a variety of situations.</p> <ul style="list-style-type: none"> • presents an opinion with confidence, eg the case for smoke-free zones • recognises and articulates feelings about transition to high school • designs and produces a multimedia presentation detailing group findings about a health issue, eg effects of alcohol or tobacco • devises questions to analyse media messages, eg body shape, placement of tobacco products on television and in films • uses negotiation skills in group activities, eg games • communicates an idea or story through movement • uses reflective listening in order to clarify a friend's point of view about the uptake of smoking • justifies why they refuse offers of cigarettes from friends and other peers

Decision Making Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>DMES1.2 Identifies some options available when making simple decisions.</p> <ul style="list-style-type: none"> • nominates people who can help in particular situations, eg in the playground • chooses between safe and unsafe situations • observes rules and procedures that keep them safe, eg wear a hat outside • classifies foods as healthy for you, not healthy for you • generates a number of possible solutions to a problem 	<p>DMS1.2 Recalls past experiences in making decisions.</p> <ul style="list-style-type: none"> • predicts consequences of options in order to make a decision, eg where to swim safely • chooses to play in a shady place when available • chooses games to play in free time with friends • discusses feelings others may have in response to their own actions • sets simple goals, eg improve skipping skills • chooses the friends they play with • identifies the healthier of two alternatives, eg food choices, appropriate hat for sun protection • identifies some items not shared, eg medicines, toothbrush, comb 	<p>DMS2.2 Makes decisions as an individual and as a group member.</p> <ul style="list-style-type: none"> • discusses advantages and disadvantages of options with friends when making decisions, eg decisions about smoking • gathers accurate information about drugs from reliable sources • considers individual strengths and limitations when allocating group roles, eg team positions • chooses physical activities that are enjoyed by all members of a group • works towards developing realistic goals to support decisions made, eg participates in regular physical activity • assists the group to achieve consensus in group goal setting • considers feelings and needs of others in making decisions • clarifies reasons for reaching a particular decision 	<p>DMS3.2 Makes informed decisions and accepts responsibility for consequences.</p> <ul style="list-style-type: none"> • discriminates between a variety of products that are healthy and unhealthy, eg food, drinks • applies decision-making processes when choosing a recreational pursuit • evaluates personal decisions • accepts responsibility for their decisions • predicts the consequences of their choices, eg use of tobacco and alcohol • modifies rules or procedures to maximise participation of all members of a group • discerns the reliability of what is presented in the media, eg body image, drug use • chooses an appropriate way to respond to peer influence, eg refusal skill in relation to drug use • strives to achieve a relevant personal target, eg improves swimming distance • recognises a medical emergency and knows how to give and gain assistance • finds and analyses information upon which to make an informed decision

Interacting Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>INES1.3 Relates well to others in work and play situations.</p> <ul style="list-style-type: none"> learns to share equipment, material and workspace identifies the people and things that are special to them observes classroom and playground rules acknowledges significant events, eg birthdays works happily with class peers uses self-control to deal with anger or excitement 	<p>INS1.3 Develops positive relationships with peers and other people.</p> <ul style="list-style-type: none"> displays cooperation in group activities, eg taking turns uses positive talk to encourage others listens and responds to others observes rules regarding group conduct develops friendships with peers interacts with other students and adults, eg peer support, clubs shows concern for the wellbeing of others, eg sends a get well card, demonstrates care for a child who requires asthma medication 	<p>INS2.3 Makes positive contributions in group activities.</p> <ul style="list-style-type: none"> participates in the development of class rules helps others to achieve set tasks works independently or in a group to devise a simple game develops friendships and support networks with a range of people displays tolerance in relation to individual differences, eg ability levels, culture discusses personal strategies to deal with difficult situations participates in group discussions to list the harms relating to tobacco and alcohol use 	<p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <ul style="list-style-type: none"> engages in community action, eg fundraising to support others identifies factors that influence selection of friends uses strategies to resolve conflict, eg negotiation expresses and acts appropriately on concern for others demonstrates actions that support the rights and feelings of others, eg fair play, consideration, encouragement, peer tutoring engages in care for the environment, eg recycling, Landcare clarifies opinions and attitudes towards drug use

Moving Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <ul style="list-style-type: none"> • maintains stillness of head and trunk when balancing • demonstrates balance and high knee lift when sprinting • stretches and curls the body at levels (high and low) • rolls ball to partner • walks, runs, slides at different tempo/speeds • climbs up through, under, over apparatus, eg benches 	<p>MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.</p> <ul style="list-style-type: none"> • hops on preferred and non-preferred foot • strikes a stationary object, eg soccer ball, teeball • absorbs force when jumping and landing from different heights • pushes and glides with or without aids in water • balances on different body parts, eg balance on one hand and one knee, individually, with partner, or on apparatus • repeats movements to form a sequence, eg jump, hop, run 	<p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.</p> <ul style="list-style-type: none"> • throws overarm proficiently • kicks and strikes proficiently for distance • performs a simple dance combining locomotor and non-locomotor movements • performs a forward roll down an incline • performs bunny hops over a low bench • shows a range of ways to enter and move through the water 	<p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.</p> <ul style="list-style-type: none"> • adapts throwing action to cater for different types of equipment for distance, accuracy and speed, eg netball, frisbee, shotput • demonstrates survival water skills (25 m swim, deep water entry/exits) • transfers sequence of locomotor and non-locomotor movements from the floor to simple apparatus (bench, hoops) • varies running patterns to cater for sprinting, distance running, side stepping, dodging and defensive marking • combines known movements to create a dance with partner or small group

Problem Solving Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>PSES1.5 Seeks help as needed when faced with simple problems.</p> <ul style="list-style-type: none"> demonstrates procedures for obtaining information, eg what to do if I miss the bus asks for help when injured or hurt identifies who to ask for assistance when using new equipment follows advice on how to use new equipment recognises when someone wants assistance and offers this help accepts being told 'no' when appropriate 	<p>PSS1.5 Draws on past experiences to solve familiar problems.</p> <ul style="list-style-type: none"> when appropriate, identifies problem situations follows basic safety procedures suggests solutions to problems suggests ways to share play equipment determines a safe way to travel over fixed equipment determines the components of a healthy lunch 	<p>PSS2.5 Uses a range of problem-solving strategies.</p> <ul style="list-style-type: none"> analyses problem situations identifies ways to improve unsafe environments performs a simple movement sequence given particular limitations, eg restricted use of space, varied levels and tempo initiates problem solving on a group or individual basis uses reach and throw techniques to perform a water rescue develops a plan to increase shade in the playground identifies what needs to be done to achieve a goal identifies ways that drug use can cause harm, eg medication, tobacco, alcohol 	<p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.</p> <ul style="list-style-type: none"> selects the most appropriate solution to a given problem reflects on outcomes of chosen solution formulates and practises action plans for emergency situations, eg lost in bush, a drug-related incident demonstrates assertive ways to deal with different types of harassment enlists support of local community bodies, eg write to council for assistance with tree planting devises a plan for the safest ways to travel to school, shopping centre, local park surveys students and teachers to develop a healthy canteen menu and analyses results using a spreadsheet devises a plan for more active use of the playground devises strategies to reduce the negative impact of alcohol and tobacco on society

Active Lifestyle Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>ALES1.6 Develops a repertoire of physical activities in which they can participate.</p> <ul style="list-style-type: none"> • Outcomes • takes part in different types of physical activity, eg climbing, jumping, walking, dancing, skipping, running • makes a personal list of preferred activities • explains how physical activities affect the body, eg hot, sweaty, puffed • describes the things they do to refuel their body, eg rest, relaxation, nutrition • compares the physical activities that they do as a family or group and how these make them feel 	<p>ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.</p> <ul style="list-style-type: none"> • engages in a range of planned activities, eg fundamental movement skills, favourite simple games, movement exploration • describes places set aside in the community for play and considers how they might use them • describes how activity, rest, nutrition and sleep are important for lifestyle balance • describes their feelings and emotions when trying something new, eg riding a bicycle, entering water, balancing • identifies physical changes during and after exercise, eg heart racing, breathing quickly, feeling hot • contributes to a class list of activities they like or do not like to play 	<p>ALS2.6 Discusses the relationship between regular and varied physical activity and health.</p> <ul style="list-style-type: none"> • participates in regular physical activity and discusses progress • keeps a log of activity using a spreadsheet and analyses patterns of participation over time. • identifies factors that influence participation in physical activity • identifies the activities people participate in to maintain an active lifestyle, eg bushwalking, sports • contributes to physical activity programs, eg peer leader/tutor, sharing equipment • describes links between nutrition, exercise and performance 	<p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.</p> <ul style="list-style-type: none"> • participates in physical activity programs based on personal goals • compares activities people do to stay fit and why they choose them • identifies barriers to participation in physical activity and suggests ways to modify or overcome them • generates personal goals based on their understanding of what it means to be fit and active • devises strategies to achieve personal active lifestyle goals • describes the negative impact of smoking on participation in physical activity

Dance Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>DAES1.7 Moves in response to various stimuli.</p> <ul style="list-style-type: none"> listens to music and moves body parts to beat observes and repeats movements that require action of the whole body plays follow the leader to explore different levels and directions explores ways the body can move to portray various images, eg animals, nature moves safely when sharing confined space with others replicates simple combinations of skills, eg Hokey Pokey, Looby Loo moves in response to different quality of music, eg loud, strong, soft 	<p>DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.</p> <ul style="list-style-type: none"> follows and repeats simple movement skills and patterns to specific rhythms, eg walk – walk – jump – jump imitates dance movements used in different cultures explores rhythmical patterns using different body parts performs simple dance sequences related to a specific theme, eg machines, magic shows movements with various parts of the body in response to words, music performs locomotor skills at different speeds, eg walk fast, slowly, heavily 	<p>DAS2.7 Performs familiar movement patterns in a variety of dance situations.</p> <ul style="list-style-type: none"> compares and practises basic movements of dance styles creates and performs a dance sequence that includes movements from sports, life, culture varies a simple sequence by applying elements of dance, eg speed, direction practises and reproduces a simple folk or teacher-devised dance transfers movement patterns from one dance situation to another, eg adds square dance movements to a bush dance 	<p>DAS3.7 Performs a range of dance styles and sequences confidently.</p> <ul style="list-style-type: none"> performs steps and patterns from known dances with increasing skill modifies dance performance as a result of practice, peer and self assessment remakes known dances, eg by varying the combinations of movement patterns, the elements of dance or the music composes own sequences for performance using a variety of stimuli performs own or set movement sequences with consistency uses some elements of dance to create movement sequences interprets the messages communicated in dance performances

Games and Sports Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.</p> <ul style="list-style-type: none"> • moves and stops a ball with hands and feet, eg roll, kick and dribble • shows understanding of the language used in games by responding to verbal and nonverbal directions, eg run, hop, roll, chase, bounce, skip, wheel • identifies a variety of games and play equipment • runs, skips and hops with equipment, eg rope, large balls • participates in games where cooperation is important for success 	<p>GSS1.8 Performs fundamental movement skills with equipment in minor games.</p> <ul style="list-style-type: none"> • participates in a range of minor games and practices that assist skill development • throws a small ball or beanbag overarm to a wall, target or partner, using high and low pathways • catches a large ball travelling along the ground or through the air with two hands • continuously bounces a large ball with one hand while moving in different directions • strikes a ball from a tee with a small bat • identifies the most efficient ways of using a variety of games equipment, eg grip, stance, action 	<p>GSS2.8 Participates and uses equipment in a variety of games and modified sports.</p> <ul style="list-style-type: none"> • demonstrates fun ways of practising skills, eg partner, team • describes how cooperation and encouragement lead to success in games • practises and refines movement skills in a variety of games from a range of cultures • demonstrates efficient ways of using equipment while working cooperatively with others • demonstrates a range of skills in practices and modified games, eg throwing and catching in moving and stationary positions, striking or dribbling with hand, foot, stick or bat • explains how their level of skill can influence their participation in movement activities • runs in, skips and runs out of large rope turned by others • explains the correct use of specific sports equipment 	<p>GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.</p> <ul style="list-style-type: none"> • devises games or refines rules of games that require equipment • participates in games and sports combining strategy, teamwork, movement skill and fair play • analyses a video of a performance and devises practices to improve skill level • describes the roles they play as a team member, eg captain, defence player, goalkeeper, attack player • explains the rationale for particular strategies and rules in individual and team games and sports • negotiates and uses rules and scoring systems and demonstrates basic umpiring skills • combines a series of skills for use in a game, eg run, kick, catch and pass • develops strategies for effective teamwork • identifies people who can help them improve their game and sport skills

Growth and Development Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>GDES1.9 Identifies how people grow and change.</p> <ul style="list-style-type: none"> describes physical changes that have occurred since birth talks about things they like to do lists basic human needs, eg clothing, food, shelter, love labels external body parts and names their functions, eg ears are for hearing identifies and describes their personal characteristics and abilities describes nurturing interactions between caregivers and their children 	<p>GDS1.9 Describes the characteristics that make them both similar to others and unique.</p> <ul style="list-style-type: none"> identifies specific attributes of other students discusses things they do well, eg games, school work, caring for siblings recognises and names different types of emotions locates some important internal body organs and discusses their functions, eg the heart pumps blood identifies reasons why some individuals require medications, eg diabetes, asthma demonstrates ways of encouraging and caring for others 	<p>GDS2.9 Describes life changes and associated feelings.</p> <ul style="list-style-type: none"> explains and values differences in growth and development between individuals at different stages identifies their own strengths and limitations values their own unique abilities identifies feelings associated with life changes, eg grief, loss, family change, new friends describes how achievements and responsibilities change as people grow older expresses any fears or concerns about change appropriately demonstrates sensitivity to the needs, rights, feelings and efforts of others recalls and reports about some situations, and feelings they experience as a result identifies situations where expectations can differ according to gender 	<p>GDS3.9 Explains and demonstrates strategies for dealing with life changes.</p> <ul style="list-style-type: none"> recognises that many changes occur in a predictable sequence suggests ways of developing new skills and competencies, eg practice, peer tutoring, goal setting, seeking support devises strategies to cope with life changes, eg puberty, changing friendships, commencing high school recognises a wide range of influences on personal identity, eg peers, media, cultural beliefs prepares a multimedia presentation that shows the relationship between functions of the body systems identifies some language or actions that may constitute harassment explores how expectations of girls and boys, and of men and women, can influence their choices and options describes aspects of social and emotional growth and development

Gymnastics Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>GYES1.10 Performs basic movement patterns to show actions of the whole body.</p> <ul style="list-style-type: none"> identifies ways in which their body can travel and form shapes explores movement patterns using different parts of the body, eg climb on, through and over play equipment; slide along benches; crawl under bars makes different shapes with the body while in contact with the ground using large bases of support experiments with different ways of transferring weight from one body part to an adjacent body part moves in relation to others, personal and imposed space shows a number of different ways to move to express an idea 	<p>GYS1.10 Follows a simple sequence that links basic movement patterns.</p> <ul style="list-style-type: none"> draws on imagination to select movement patterns takes weight on different parts of the body, using small and large bases of support, eg hands, knees, feet, back, hips transfers weight using a variety of body shapes and positions explores ways of travelling along benches using feet, hands and feet, sliding action performs simple movement sequences involving running, jumping, leaping and landing from and onto one or two feet performs known patterns with different movement qualities 	<p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements.</p> <ul style="list-style-type: none"> identifies ways they can move by using different pathways, levels and directions practises and reproduces movement sequences and skills that include a starting and finishing position creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow demonstrates variations of force and speed in movement, eg slow/ sustained action, fast/ explosive action takes weight on different body parts to perform a series of static balances demonstrating different shapes, eg tuck sit, front and rear support with stretched, tucked, twisted shapes identifies aspects of a performance that indicate control 	<p>GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.</p> <ul style="list-style-type: none"> performs gymnastic skills using correct techniques performs variations of basic movements, eg roll with straddle describes how individual and group movements can be linked to form sequences devises and performs sequences with partners and groups using apparatus and floor creates a sequence of movements with a clear beginning, middle and end appraises the quality of movement in order to modify and improve performance

Interpersonal Relationships Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>IRES1.11 Identifies how individuals care for each other.</p> <ul style="list-style-type: none"> identifies people they can trust talks about their family and who cares for them recognises the need to share and cooperate with others, eg class, family, friends demonstrates active listening skills, questioning and recalling of information when interacting with others demonstrates the skills involved in giving and receiving messages talks about feelings experienced in particular situations, eg sad, happy, frightened lists ways of showing kindness to others 	<p>IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.</p> <ul style="list-style-type: none"> explains why different people are important to them demonstrates ways to help encourage and care for others describes their families and other groups to which they belong discusses how they cooperate with others in work and play situations demonstrates appropriate ways of communicating with others, eg listening, No-Go-Tell, verbal/nonverbal practises some of the skills involved in maintaining friendships demonstrates actions they can take when they feel frightened, lost, upset or bullied and identifies who can help them 	<p>IRS2.11 Describes how relationships with a range of people enhance wellbeing.</p> <ul style="list-style-type: none"> identifies people from whom they can seek advice and support recognises that families and groups have both common and different customs, behaviours, values explains how positive relationships are developed discusses how trust is developed in relationships participates in group situations, showing consideration for the needs, rights and feelings of others demonstrates communication skills that enhance relationships, eg listening, showing care, negotiating, refusing, assertiveness discusses the benefits of friendships recognises behaviours that are threatening, such as bullying, being bribed, and identifies people who can help discusses ways that peers and others can influence decisions about safety and risk 	<p>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</p> <ul style="list-style-type: none"> discusses how they relate to people in various contexts identifies their roles and responsibilities within groups, eg family, friends, team, class analyses the effects of actions that enhance or disrupt relationships, eg peer influences, drug use, bullying, mediating, active listening, prejudice, violence practises assertive ways to deal with different types of harassment or coercion, eg pressure to use drugs demonstrates acceptable ways of resolving conflict models behaviour that reflects sensitivity to the needs, rights, feelings of others describes the factors that can influence communication, eg listening, expression, feelings, peer pressure, body language, drug use develops and maintains a personal network of trusted adults who could provide advice and support

Personal Health Choices Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>PHES1.12 Displays basic positive health practices.</p> <ul style="list-style-type: none"> describes good hygiene practices talks about different foods that keep them healthy discusses the safe use and storage of medicines identifies health care workers who can help them, eg doctors, nurses, dentists makes simple choices, eg clothes worn uses draw or paint software to draw healthy foods talks about environmental factors that impact on health, eg play in the shade, place rubbish in bin identifies a range of foodstuffs and groups them according to their sources, eg vegetable, meat, dairy, fruit 	<p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <ul style="list-style-type: none"> describes what people do to stay healthy, eg care of teeth, balanced diet, not smoking recognises that a variety of food is needed for good health identifies appropriate use, administration and storage of different types of medication makes personal health choices and gives reasons for their choices names the people who influence their health decisions identifies environmental factors that impact on health, eg passive smoking, pollution, sun identifies different foods that can keep them healthy 	<p>PHS2.12 Discusses the factors influencing personal health choices.</p> <ul style="list-style-type: none"> explains the need for good health practices discusses reasons why people use drugs for medical and non-medical purposes identifies major steps involved in making decisions in regard to drug use, eg tobacco and alcohol identifies physical factors that influence lifestyle choices, eg asthma, diabetes, skin type identifies their responsibility to contribute towards a healthy environment discusses food needs for growth and activity identifies foods prepared and enjoyed by particular cultural groups identifies and discusses family practices related to lifestyle that keep them healthy and safe, eg administration and storage of medicines identifies how climatic and cultural influences impact upon people's health choices, eg clothes worn, foods eaten, immunisation 	<p>PHS3.12 Explains the consequences of personal lifestyle choices.</p> <ul style="list-style-type: none"> discusses why people use different products analyses personal food intake to identify the balance of choices made identifies the positive and negative effects of various substances on the body, eg sunblock, alcohol, analgesics, tobacco, caffeine identifies the effects of their decisions on themselves, others and the environment, eg smoking, recycling makes judgements on the reliability of information from different sources, eg labels, websites, advertising, cigarette packets researches current global issues affecting the environment using information from the Internet discusses how other people/media influence body image and food intake identifies how and why males and females are targeted in a range of ads, eg alcoholic products describes the factors that influence personal health choices, eg family, friends, religion, culture, environment

Safe Living Outcomes and Indicators

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</p> <ul style="list-style-type: none"> • indicates a number of possible actions for safety, eg No-Go-Tell • talks about feeling safe/unsafe • identifies people who keep them safe • describes safe places to play • recalls and uses playground rules • describes dangerous things they can see, reach and touch, eg medicines 	<p>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <ul style="list-style-type: none"> • compares the characteristics of places where students feel safe and unsafe • role-plays what to do in an emergency, eg dial 000 • identifies things needed to play safely, eg helmets for bike riding, sun screen, taking turns on equipment • describes what is needed for them to travel to and from school safely and practises these things • describes dangerous things they can see, reach and touch and ways of dealing with them, eg electrical appliances, poisons, medications • demonstrates actions they can take when they feel unsafe and identifies who can help them 	<p>SLS2.13 Discusses how safe practices promote personal wellbeing.</p> <ul style="list-style-type: none"> • discusses why substances such as tobacco can be dangerous to the body • recognises behaviours that are risky and identifies people who can help • describes certain behaviours that can create a safe environment for themselves, their school and community • identifies people from whom they can seek advice and support in emergency situations • explains the need for rules and laws made for the protection of themselves and others • identifies the potential hazards of various appliances in their environment • creates a video on a particular safety issue, eg safe play, smoke-free areas • explains the need for rules for safe behaviour in familiar settings • compares the characteristics of people and situations that cause students to feel safe and unsafe • recognises how their body reacts and how they might feel in safe and unsafe situations 	<p>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</p> <ul style="list-style-type: none"> • demonstrates ways to improve unsafe environments, eg home, school, local parks • practises emergency response procedures, eg basic first aid, dial 000 • devises strategies to respond to risky and dangerous situations, such as where people may be misusing drugs, discarded needles and syringes • formulates and practises action plans for accident and emergency situations in the home, school and local environment • plans how to take responsibility for their own safety and that of others, eg swim only in safe places • identifies factors that may cause accidents, eg driving under the influence of alcohol • uses safety devices and protective equipment in relevant situations, eg wear seatbelts, helmets • identifies individuals and services in the community that help protect their wellbeing • describes the consequences of accidents for the individual and the community

Content

OVERVIEW OF CONTENT

Overview of Subject Matter K-6

It is a requirement that school programs incorporate the skills of communicating, decision making, interacting, moving and problem solving. It is also important that all strands be addressed in each of the stages of primary schooling. It is expected that over Years K-6 all of the following subject matter will be addressed.

Active Lifestyle	Dance	Games and Sports	Growth & Development
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> balancing lifestyle components for optimal health benefits of lifestyle balance – physical, social, emotional use of leisure time – active, passive pursuits importance of adequate rest, nutrition regular participation in daily activity <p>Ways to be Active</p> <ul style="list-style-type: none"> safe stretching and warm-up techniques skill development activities skill practice in minor games minor games, dance and movement with high level of participation <ul style="list-style-type: none"> circuits fun runs aerobics obstacle courses partner activities relays power walking organised and non-organised recreational pastimes that promote physical activity <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> effects on the body feelings about being active <ul style="list-style-type: none"> challenge satisfaction enjoyment achievement preferences influences 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> swaying swinging twisting turning moving isolated parts of the body <ul style="list-style-type: none"> hand/foot gestures <p>Locomotor Skills</p> <ul style="list-style-type: none"> walking running galloping hopping sliding skipping marching step patterns jumping and leaping <p>Elements of Dance</p> <ul style="list-style-type: none"> dynamics <ul style="list-style-type: none"> firm/light directly to time and rhythm space <ul style="list-style-type: none"> directions pathways relationships <ul style="list-style-type: none"> individual group objects <p>Composition</p> <ul style="list-style-type: none"> structure <ul style="list-style-type: none"> contrasting movement patterns transitions <ul style="list-style-type: none"> beginning, middle, end sequences <ul style="list-style-type: none"> creating reproducing simple compositional techniques <p>Dance Styles</p> <ul style="list-style-type: none"> experience a range of dance styles, eg <ul style="list-style-type: none"> folk dance social dance creative dance bush dance modern contemporary dance styles Aboriginal Afro-Caribbean 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> stretching/bending/ twisting pivoting feinting swinging balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> running/springing dodging jumping/landing <p>Manipulative Skills</p> <ul style="list-style-type: none"> rolling stopping throwing catching pat bouncing dribbling – hand, foot, stick striking kicking trapping (stopping) <p>Games</p> <ul style="list-style-type: none"> minor games <ul style="list-style-type: none"> imaginative games running games simple ball games relays modified games <ul style="list-style-type: none"> lead-up games Aussie Sports major games <ul style="list-style-type: none"> individual games team games <p>Aquatics</p> <ul style="list-style-type: none"> water skills <p>Athletics</p> <ul style="list-style-type: none"> track and field events <p>Playing the Game</p> <ul style="list-style-type: none"> safety considerations benefits of participation influences on choice of activity teamwork/cooperation roles and responsibilities effort and practice competition fair play rules and tactics refereeing/umpiring 	<p>Personal Identity</p> <ul style="list-style-type: none"> similarities and differences strengths feelings influences on self-esteem body image setting relevant goals for addressing problems gender images and expectations respecting others' ideas and opinions <p>The Body</p> <ul style="list-style-type: none"> body parts/systems/functions senses caring for the body effects of illness/disease heredity <p>Human Sexuality</p> <ul style="list-style-type: none"> reproduction puberty menstruation sexual identity STDs, HIV/AIDS, blood-borne viruses <p>Changes</p> <ul style="list-style-type: none"> appearance identifying changes over time effects of life changes physical/social/emotional changes response to change changing friendships/relationships/feelings/env ironments/needs grief/loss stress coping with change <p>Values</p> <ul style="list-style-type: none"> personal/family/school/ community/cultural importance of values respecting different values rights and responsibilities uniqueness of self identity development goals challenging discrimination and harassment

Overview of Subject Matter K-6

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • bending • twisting • stretching • turning • curling • rocking • static <ul style="list-style-type: none"> - balance • laterality <ul style="list-style-type: none"> - moving right & left body parts • handstand <p>Locomotor Skills</p> <ul style="list-style-type: none"> • running/walking • hopping/skipping • galloping • jumping/landing <ul style="list-style-type: none"> - mounting, dismounting (bench, box) • travelling on different body parts <ul style="list-style-type: none"> - cartwheels • rolling • climbing, hanging and swinging <p>Elements of Movement</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> - position - levels - directions - pathways - floor, air - shape • dynamics <ul style="list-style-type: none"> - interplay of force and time • relationships <ul style="list-style-type: none"> - with other people - with apparatus <p>Composition</p> <ul style="list-style-type: none"> • simple combinations of locomotor and non-locomotor activities 	<p>Relationships</p> <ul style="list-style-type: none"> • recognising individual needs • caring • trust • bullying, harassment • fairness • positive relationships • types of abuse • effects of abuse • different kinds of relationships • recognising and accepting differences • support networks • forms of discrimination • anti-discrimination legislation <p>Communication</p> <ul style="list-style-type: none"> • active listening skills • communicating needs and wants • recognising and articulating feelings • understanding feelings of others • appropriate expression of feelings • expressing concerns • showing concern for others • communication in group situations • assertiveness • managing conflict situations/negotiation • self-control <p>Families</p> <ul style="list-style-type: none"> • types of families • family changes • parenting • roles, rights and responsibilities <p>Peers</p> <ul style="list-style-type: none"> • making/maintaining friendships • peer influence • rights and responsibilities • acting on concern for others <p>Groups</p> <ul style="list-style-type: none"> • types of groups • group membership • roles, rights and responsibilities • cooperation and sharing • interacting with adults 	<p>Making Decisions</p> <ul style="list-style-type: none"> • decision-making process • influences on decision making <ul style="list-style-type: none"> - family/peers - other significant people - media - feelings & needs of others • taking responsibility for one's own decisions • supporting others in their decision making • evaluating decisions <p>Nutrition</p> <ul style="list-style-type: none"> • balanced eating habits • special needs <ul style="list-style-type: none"> - illness, eg diabetes, heart disease - cultural, eg festivals • fast food: a health choice • digestive system <p>Health Services & Products</p> <ul style="list-style-type: none"> • health information/services • influences of media • traditional/alternative health products <p>Drug Use</p> <ul style="list-style-type: none"> • identifying drugs <ul style="list-style-type: none"> - appropriate use • labelling of drugs • drugs in everyday lives • administration and storage of drugs • effects on body <ul style="list-style-type: none"> - caffeine / alcohol • tobacco <ul style="list-style-type: none"> - effects on body - passive smoking • media and drugs <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution • passive smoking • individual/group/global responsibility • recycling • environmentally friendly products <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention • communicable diseases <ul style="list-style-type: none"> - immunisation - blood-borne viruses, HIV/Aids • heart disease <ul style="list-style-type: none"> - nutrition, physical activity • personal hygiene <ul style="list-style-type: none"> - dental care • choice of health care products 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • identifying safe/unsafe situations • organisations and networks <ul style="list-style-type: none"> - people who can help • assertiveness (No-Go-Tell) • influences on safety choices • responding to unsafe situations • reducing/eliminating risks • secrets • bribes/threats <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • safe and unsafe places • using machines/appliances/substances • safety near animals • responsibility for younger children <p>School and Play Safety</p> <ul style="list-style-type: none"> • need for safety rules in and around school • safe play • safety awareness <p>Road Safety</p> <ul style="list-style-type: none"> • Pedestrian safety <ul style="list-style-type: none"> - being safe in the traffic environment - safe crossing procedure • passenger safety <ul style="list-style-type: none"> - responsibility as a passenger - use of restraints - safe passenger behaviour • safety on wheels <ul style="list-style-type: none"> - safe places to ride - safety equipment - safety skills <p>Water Safety</p> <ul style="list-style-type: none"> • water environment • safe places to swim • safety equipment • safety skills <p>Emergency Procedures</p> <ul style="list-style-type: none"> • recognising an injury/seeking assistance • contacting emergency services • basic first aid <ul style="list-style-type: none"> - resuscitation procedures

Overview of Subject Matter Early Stage 1

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K-6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle	Dance	Games and Sports	Growth & Development
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • concept of being physically active • importance of a balanced lifestyle <ul style="list-style-type: none"> - rest, relaxation - active and passive pursuits - nutrition • regular participation in activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • developing skills for participation in basic games and activities • applying movement skills in fun games and activities <ul style="list-style-type: none"> - obstacle courses - ball games • participating in active recreational pastimes <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects on the body - immediate • feelings about being active before, during and after participation • benefits of participation • nominating favourite activities 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • bending • curling • twisting • stretching • turning • rocking • wriggling • moving isolated parts of the body <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking • running • galloping • sliding • hopping • step hop/skipping • creeping • crawling <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics <ul style="list-style-type: none"> - smooth/jerky - light/heavy/strong • time and rhythm <ul style="list-style-type: none"> - fast/slow - even beat • space <ul style="list-style-type: none"> - high/low - position - direction - size/shape • relationships <ul style="list-style-type: none"> - partners - group - objects - music <p>Composition</p> <ul style="list-style-type: none"> • sequencing locomotor movements • sequencing non-locomotor movements <p>Dance Styles</p> <ul style="list-style-type: none"> • singing games • creative dance – responding to a variety of stimuli 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/twisting • swinging body parts • balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking, running • jumping/landing • hopping/skipping • side sliding <p>Manipulative Skills</p> <ul style="list-style-type: none"> • rolling/stopping an object • throwing • catching – large objects • bouncing – one hand, two hands • bouncing and catching a large ball • striking/hitting <ul style="list-style-type: none"> - stationary object - one hand/two hands • kicking <ul style="list-style-type: none"> - stationary object - target, distance <p>Games</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> - directions, pathways - boundaries, levels • minor games <ul style="list-style-type: none"> - imaginative games - miming/imitating - running/chasing games - circle games - simple ball games - cooperation games - parachute games <p>Athletics</p> <ul style="list-style-type: none"> • running – in a straight line, novelty races, shuttle relays • jumping <ul style="list-style-type: none"> - with a safe landing - from one foot to two feet • throwing <ul style="list-style-type: none"> - underarm, chest pass - slinging <p>Aquatics</p> <ul style="list-style-type: none"> • water familiarisation <ul style="list-style-type: none"> - buoyancy, water safety - survival skills <p>Playing the Game</p> <ul style="list-style-type: none"> • safety • fair play • cooperation • formations – lines, circles, pairs, groups • signals, eg whistle 	<p>Personal Identity</p> <ul style="list-style-type: none"> • similarities and differences <ul style="list-style-type: none"> - appearance - experiences - abilities <p>The Body</p> <ul style="list-style-type: none"> • body parts <ul style="list-style-type: none"> - external • senses <ul style="list-style-type: none"> - sight, sound, taste, hearing, touch • basic needs <ul style="list-style-type: none"> - shelter, clothing, food • looking after the body <p>Changes</p> <ul style="list-style-type: none"> • changes in appearance and abilities <ul style="list-style-type: none"> - since birth <p>Values</p> <ul style="list-style-type: none"> • likes/dislikes • accepting uniqueness • accepting difference • caring relationships

Overview of Subject Matter Early Stage 1 (cont'd)

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> bending, twisting, stretching, turning, curling, rocking static balance on large body parts laterality – moving right and left body parts <p>Locomotor Skills</p> <ul style="list-style-type: none"> step patterns – walking, running, hopping, skipping, galloping, jumping/landing, two feet to two feet travelling on different body parts rolling – log/pencil, egg roll climbing and hanging – climbing on play equipment, grips <p>Elements of Movement</p> <ul style="list-style-type: none"> spatial awareness <ul style="list-style-type: none"> position: near, far, in front of, behind, opposite focus: facing forwards, sideways, upwards, downwards boundaries: moving within an area levels: high, low, medium directions: upwards, backwards, sideways, forwards formation: lines dynamics – soft, hard time and rhythm – slow, fast relationships <ul style="list-style-type: none"> partners, small teams using a variety of surfaces, eg mats, floor, equipment <p>Composition</p> <ul style="list-style-type: none"> simple locomotor games/relays <ul style="list-style-type: none"> simple rules formations 	<p>Relationships</p> <ul style="list-style-type: none"> expression of feelings caring for others permission and choices trust positive relationships liking and loving special people/things rules in relationships people to go to for help <p>Communication</p> <ul style="list-style-type: none"> expressing needs, wants and feelings verbal and non-verbal giving and receiving messages active listening skills persistence self-control seeking help giving help asking questions recalling information <p>Families</p> <ul style="list-style-type: none"> family roles rights and responsibilities family activities <p>Peers</p> <ul style="list-style-type: none"> making and keeping friends <p>Groups</p> <ul style="list-style-type: none"> working and playing with others sharing and helping 	<p>Making Decisions</p> <ul style="list-style-type: none"> awareness of choices making choices possible solutions to a problem effects of actions <p>Nutrition</p> <ul style="list-style-type: none"> balanced eating habits food choices for good health <p>Health Services and Products</p> <ul style="list-style-type: none"> people who keep me healthy <ul style="list-style-type: none"> home community <p>Drug Use</p> <ul style="list-style-type: none"> administration of medicines identifying medicines safe use of medicines safe storage <p>Environmental Health</p> <ul style="list-style-type: none"> effects of pollution – school/home recycling <p>Preventive Measures</p> <ul style="list-style-type: none"> sun protection disease prevention <ul style="list-style-type: none"> immunisation care of the body <ul style="list-style-type: none"> toileting/washing clothing dental care ear care hair care 	<p>Personal Safety</p> <ul style="list-style-type: none"> protection warning signals safe/unsafe situations touching people who can help Safety Houses assertiveness (No-Go-Tell) telling (persistence) responding to unsafe situations <p>Home and Rural Safety</p> <ul style="list-style-type: none"> hazards inside/outside home – poisons/fuels/guns keeping safe around machines/appliances/animals toys and games <p>School and Play Safety</p> <ul style="list-style-type: none"> appropriate behaviour in and around buildings/equipment/playgrounds rules for safe play at home and at school sharing, taking turns, getting on with others <p>Road Safety</p> <ul style="list-style-type: none"> pedestrian safety <ul style="list-style-type: none"> hold an adult's hand passenger safety <ul style="list-style-type: none"> use of seatbelts and safety restraints safe entry and exit from a vehicle safety on wheels <ul style="list-style-type: none"> safe places to play on wheels <p>Water Safety</p> <ul style="list-style-type: none"> never swim alone water safety awareness <p>Emergency Procedures</p> <ul style="list-style-type: none"> seeking assistance identifying an emergency situation

Overview of Subject Matter Stage 1

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K-6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle	Dance	Games and Sports	Growth & Development
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • concept of being physically active • importance of a balanced lifestyle <ul style="list-style-type: none"> - rest, relaxation - active and passive pursuits - leisure - nutrition - regular participation in activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • stretching parts of the body before and after activity • developing skills for participation in games and activities • moderate to vigorous games, dance and gymnastics with high level of participation <ul style="list-style-type: none"> - obstacle courses - circuits - partner activities - relays • participating in recreational activities that encourage physical activity <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects on the body – immediate, long term • feelings about being active before, during and after participation • benefits of participation – enjoyment, friendship • recording activity levels <ul style="list-style-type: none"> - activities I participate in regularly - activities I would like to learn 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • swaying • swinging • twisting • turning • moving isolated parts of the body – hand/foot gestures <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking • running • galloping • sliding • hopping • skipping • step hop • marching • step tap • jumping and leaping <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics <ul style="list-style-type: none"> - flowing - sharply • time and rhythm <ul style="list-style-type: none"> - simple rhythmic patterns, ie even, uneven beat • space <ul style="list-style-type: none"> - changing levels - pathways - size/shape • relationships <ul style="list-style-type: none"> - individual - group - objects <p>Composition</p> <ul style="list-style-type: none"> • structure <ul style="list-style-type: none"> - improvisation - repetition of movement patterns • simple combinations of locomotor and non-locomotor movements <p>Dance Styles</p> <ul style="list-style-type: none"> • simple folk dance • creative dance – responding to a variety of stimuli 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/twisting <ul style="list-style-type: none"> - whole body, body parts - swinging body parts • balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking, running, jogging • jumping/leaping • skipping with ropes <p>Manipulative Skills</p> <ul style="list-style-type: none"> • rolling/stopping small objects • throwing – underarm, overarm, chest, bounce pass • catching - different sized objects - different heights <ul style="list-style-type: none"> - two hands • bouncing/dribbling <ul style="list-style-type: none"> - continuous with large ball, one hand - alternate hands • striking/hitting <ul style="list-style-type: none"> - one hand, two hands - a stationary object: different-sized bats • kicking <ul style="list-style-type: none"> - stationary, bootlace, inside/outside of foot • trapping – using feet <p>Games</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> - changing levels • minor games <ul style="list-style-type: none"> - imaginative games - running, cooperation, parachute and simple ball games <p>Athletics</p> <ul style="list-style-type: none"> • running <ul style="list-style-type: none"> - standing start, sprinting - distance shuttle relay • jumping <ul style="list-style-type: none"> - long jump with run up - scissor jump for height • throwing - push a shot <ul style="list-style-type: none"> - slip a hoop or quoit <p>Aquatics</p> <ul style="list-style-type: none"> • water confidence • mobility • water safety – survival skills <p>Playing the Game</p> <ul style="list-style-type: none"> • safety in play • fair play • benefits of play • cooperation • effort and practice 	<p>Personal Identity</p> <ul style="list-style-type: none"> • attributes of self and others • experiences • abilities • feelings • wants • needs • range of emotions <p>The Body</p> <ul style="list-style-type: none"> • body parts <ul style="list-style-type: none"> - internal/external - private/non-private • body systems - skeletal • senses <ul style="list-style-type: none"> - sensory systems • body care and maintenance • basic needs <p>Changes</p> <ul style="list-style-type: none"> • body appearance • physical activity <ul style="list-style-type: none"> - developmental ability - types and range of activities • feelings about change <p>Values</p> <ul style="list-style-type: none"> • individual/group • personal rights and responsibilities • caring relationships

Overview of Subject Matter Stage 1 (cont'd)

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • bending • twisting • stretching • turning • curling, • rocking • static <ul style="list-style-type: none"> - balance on small body parts • laterality <ul style="list-style-type: none"> - moving right and left body parts <p>Locomotor Skills</p> <ul style="list-style-type: none"> • running, walking • hopping, skipping • galloping • jumping/landing <ul style="list-style-type: none"> - 2 feet to 2 feet • travelling on different body parts, large and small <ul style="list-style-type: none"> - sliding • rolling <ul style="list-style-type: none"> - log/pencil - egg roll • climbing and hanging - <ul style="list-style-type: none"> - on frames - grips <p>Elements of Movement</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> - position - levels - directions - shape • dynamics <ul style="list-style-type: none"> - soft, hard • time and rhythm <ul style="list-style-type: none"> - slow, fast • relationships <ul style="list-style-type: none"> - partner, team, group - with simple apparatus <p>Composition</p> <ul style="list-style-type: none"> • simple combinations of locomotor activities • simple non-locomotor combinations of activities 	<p>Relationships</p> <ul style="list-style-type: none"> • recognising individual needs • caring • privacy • bullying • permission and choices • positive relationships • liking and loving • different kinds of relationships • special people/things • rules in relationships • people to go to for help <p>Communication</p> <ul style="list-style-type: none"> • expressing needs, wants and feelings • verbal and non-verbal • assertiveness • giving and receiving messages • active listening skills • self-control • identifying feelings of others • understanding feelings of others • positive self-talk • encouraging others • showing concern for others • expressing concerns • seeking help <p>Families</p> <ul style="list-style-type: none"> • family roles • rights and responsibilities • family activities <p>Peers</p> <ul style="list-style-type: none"> • making and keeping friends • qualities of friends • sharing • cooperating <p>Groups</p> <ul style="list-style-type: none"> • types of groups • working with others • sharing and helping • interacting with adults 	<p>Making Decisions</p> <ul style="list-style-type: none"> • identifying choices • making choices • influences on decisions • reasons for choices/decisions • effects of actions • possible solutions <p>Nutrition</p> <ul style="list-style-type: none"> • food groups • balanced eating habits • food choices for good health <p>Health Services and Products</p> <ul style="list-style-type: none"> • people who keep me healthy <ul style="list-style-type: none"> - home - community • products that keep me healthy <p>Drug Use</p> <ul style="list-style-type: none"> • purpose of medication • safe use of medicines • administration of medicines • safe storage of medicines <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution <ul style="list-style-type: none"> - school/home - water/air/land • recycling • environmentally friendly products <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention <ul style="list-style-type: none"> - immunisation • protective clothing and equipment • personal hygiene <ul style="list-style-type: none"> - cleanliness - clothing - hair care - dental care - ears and nose 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • safe/unsafe situations • kinds of touch • people who can help • Safety Houses • assertiveness (No-Go-Tell) • secrets • telling (persistence) • responding to unsafe situations <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • hazards inside/outside home: poisons/fuels/guns • keeping safe around machines/appliances/animals • safe handling of substances/animals • toys and games • recreation activities <p>School and Play Safety</p> <ul style="list-style-type: none"> • appropriate behaviour in and around buildings/ playgrounds/equipment • rules and fair play at home and at school <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety <ul style="list-style-type: none"> - places to cross safely - safe crossing procedures • passenger safety <ul style="list-style-type: none"> - use of a seatbelt - safe entry and exit from a vehicle • safety on wheels <ul style="list-style-type: none"> - wear a helmet <p>Water Safety</p> <ul style="list-style-type: none"> • safe places to swim and play near water • survival strategies <p>Emergency Procedures</p> <ul style="list-style-type: none"> • what to do in the event of an emergency

Overview of Subject Matter Stage 2

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K-6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle	Dance	Games and Sports	Growth & Development
Components of an Active Lifestyle <ul style="list-style-type: none"> balancing lifestyle components for optimal health benefits of lifestyle balance - physical, social, emotional use of leisure time – active, passive pursuits importance of adequate rest, nutrition regular participation in daily activity Ways to be Active <ul style="list-style-type: none"> safe stretching techniques skill development activities skill practice in minor games minor games, dance and movement with high level of participation <ul style="list-style-type: none"> circuits fun runs aerobics obstacle courses partner activities relays power walking organised and non-organised recreational pastimes that promote physical activity Effects of Physical Activity <ul style="list-style-type: none"> effects on the body <ul style="list-style-type: none"> immediate, long term body temperature breathing rates strength flexibility cardiovascular endurance recording accumulated activity feelings about being active <ul style="list-style-type: none"> challenge, satisfaction, enjoyment, achievement preferences influences 	Non-locomotor Skills <ul style="list-style-type: none"> swerving shaking Locomotor Skills <ul style="list-style-type: none"> step patterns <ul style="list-style-type: none"> chassé skipping two step schottische hop-point Elements of Dance <ul style="list-style-type: none"> dynamics <ul style="list-style-type: none"> firmly/lightly time and rhythm <ul style="list-style-type: none"> metre space <ul style="list-style-type: none"> directions combinations of pathways relationships <ul style="list-style-type: none"> individual group objects Composition <ul style="list-style-type: none"> structure <ul style="list-style-type: none"> contrasting movement patterns transitions – beginning, middle, end sequences <ul style="list-style-type: none"> creating reproducing simple compositional techniques – unison, canon Dance Styles <ul style="list-style-type: none"> folk dance social dance creative dance bush dance 	Non-locomotor Skills <ul style="list-style-type: none"> stretch/bend/twist pivoting dodging (body lean) swinging balancing Locomotor Skills <ul style="list-style-type: none"> running/sprinting dodging – side stepping jumping/landing Manipulative Skills <ul style="list-style-type: none"> throwing - overarm, chest pass, shoulder pass <ul style="list-style-type: none"> 2 hand overhead pass goal shooting bowling/pitching fielding/catching <ul style="list-style-type: none"> one hand, two hands - glove/mitt high/low dribbling <ul style="list-style-type: none"> pat bouncing feet/stick change direction striking/hitting <ul style="list-style-type: none"> one hand, two hands drive/sidearm hit/volley push/bunt kicking <ul style="list-style-type: none"> stationary/rolling ball different-shaped balls trapping/passing Games <ul style="list-style-type: none"> spatial awareness <ul style="list-style-type: none"> creating space positional awareness minor games - chasing games, ball games/relays, territorial and modified Athletics <ul style="list-style-type: none"> running - standing start, sprint, middle distance/cross-country, circular relay jumping - high jump (scissors), long jump throwing – shot put, roll/sling a discus Aquatics <ul style="list-style-type: none"> floating/movement skills basic swimming strokes water safety – rescue skills Playing the Game <ul style="list-style-type: none"> safety considerations fair play teamwork benefits of and influences on participation roles/responsibilities effort and practice competition rules/tactics/strategies 	Personal Identity <ul style="list-style-type: none"> recognising strengths and limitations <ul style="list-style-type: none"> developing strengths setting goals recognising attributes of self and others confronting problems feelings about self positive self-talk gender images and expectations The Body <ul style="list-style-type: none"> systems <ul style="list-style-type: none"> functions appropriate/inappropriate touch rates and stages of growth and development heredity Human Sexuality <ul style="list-style-type: none"> male/female characteristics changes related to puberty Changes <ul style="list-style-type: none"> physical body changes <ul style="list-style-type: none"> feelings about changes changing friendships and relationships Values <ul style="list-style-type: none"> definition of values <ul style="list-style-type: none"> personal values school values family and cultural values rights and responsibilities <ul style="list-style-type: none"> self others uniqueness of self <ul style="list-style-type: none"> identity development challenging discrimination

Overview of Subject Matter Stage 2 (cont'd)

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> refine non-locomotor skills static <ul style="list-style-type: none"> balance pairs, groups counterbalance <p>Locomotor Skills</p> <ul style="list-style-type: none"> refine and practise locomotor skills jumping/landing <ul style="list-style-type: none"> mounting, dismounting (bench, box) travelling on different body parts <ul style="list-style-type: none"> cartwheels rolling <ul style="list-style-type: none"> forward roll (incline) backward roll (incline) side roll climbing and hanging <ul style="list-style-type: none"> climbing frames grips <p>Elements of Movement</p> <ul style="list-style-type: none"> spatial awareness <ul style="list-style-type: none"> position levels directions pathways dynamics <ul style="list-style-type: none"> interplay of force and time resilience relationships <ul style="list-style-type: none"> with other people, pairs, groups matching, mirroring, contrasting counterbalancing with apparatus <p>Composition</p> <ul style="list-style-type: none"> simple combinations of locomotor and non-locomotor activities 	<p>Relationships</p> <ul style="list-style-type: none"> recognising individual needs caring trust bullying fairness positive relationships types of abuse effects of abuse different kinds of relationships recognising and accepting differences support networks forms of discrimination <p>Communication</p> <ul style="list-style-type: none"> active listening skills appropriate expression of feelings communicating feelings and needs communication in group situations assertiveness managing conflict situations encouraging others understanding feelings of others expressing a complaint or problem <p>Families</p> <ul style="list-style-type: none"> types of families family changes parenting roles, rights and responsibilities <p>Peers</p> <ul style="list-style-type: none"> making and maintaining friendships peer influence rights and responsibilities <p>Groups</p> <ul style="list-style-type: none"> types of groups group membership roles, rights and responsibilities cooperation and sharing 	<p>Making Decisions</p> <ul style="list-style-type: none"> analysis of problems decision-making process influences on decision making <ul style="list-style-type: none"> family/peers other significant people, media feelings and needs of others taking responsibility for one's own decision risk-taking and decisions <p>Nutrition</p> <ul style="list-style-type: none"> balanced eating habits special needs <ul style="list-style-type: none"> illness, eg diabetes, heart disease cultural, eg festivals fast food: a health choice digestive system <p>Health Services and Products</p> <ul style="list-style-type: none"> health information and services influences of media <p>Drug Use</p> <ul style="list-style-type: none"> identifying drugs – appropriate use administration and storage of medicines tobacco <ul style="list-style-type: none"> effects on the body effects of passive smoking alcohol <ul style="list-style-type: none"> effects on the body labelling of drugs <p>Environmental Health</p> <ul style="list-style-type: none"> effects of pollution individual/group responsibility recycling environmentally friendly products <p>Preventive Measures</p> <ul style="list-style-type: none"> sun protection disease prevention communicable diseases - immunisation heart disease – nutrition, physical activity personal hygiene – dental care choice of health care products 	<p>Personal Safety</p> <ul style="list-style-type: none"> protection warning signals safe/unsafe situations organisations and networks – people who can help assertiveness (No-Go-Tell) influences on safety choices identifying and responding to unsafe situations reducing/eliminating risks secrets bribes and threats <p>Home and Rural Safety</p> <ul style="list-style-type: none"> safe and unsafe places safety with machines/appliances/ animals/substances responsibility for younger students <p>School and Play Safety</p> <ul style="list-style-type: none"> need for safety rules around school/playground modelling fair and safe behaviour <p>Road Safety</p> <ul style="list-style-type: none"> pedestrian safety <ul style="list-style-type: none"> safe crossing procedures using traffic facilities passenger safety <ul style="list-style-type: none"> safe passenger behaviour safety on wheels <ul style="list-style-type: none"> safe places to ride safety equipment <p>Water Safety</p> <ul style="list-style-type: none"> water rescue skills safety skills - water entry and exit <p>Emergency Procedures</p> <ul style="list-style-type: none"> recognising an injury/seeking assistance contacting emergency services

Overview of Subject Matter Stage 3

The following overview is provided to assist teachers in planning ways in which they will cover the subject matter in this stage. Typically, it is expected that the subject matter described will be covered in this stage. The scope, sequence and degree of emphasis to be given to the subject matter, across K-6, will be determined by the needs of students and the ethos of the school. Teachers should select subject matter to ensure that students have opportunities to achieve the outcomes of this stage.

Active Lifestyle	Dance	Games and Sports	Growth & Development
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • use of leisure time <ul style="list-style-type: none"> - balance of active/passive pursuits - adequate rest - enjoyment • community contacts for outside school interests • lifestyle risk factors – exercise, nutrition, smoking • disease prevention • accumulated activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • developing behavioural skills, eg self-motivation, goal setting, monitoring progress • stretching muscle groups • skills practice activities • moderate to vigorous activities <ul style="list-style-type: none"> - skipping games - tag games - circuits - fun runs - aerobics - obstacle courses - relays - power walking - ball games <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects of physical activity on the body <ul style="list-style-type: none"> - immediate, long term - strength - flexibility - cardiovascular endurance - muscular strength - muscular endurance - balance - speed • monitoring personal fitness and activity progress 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> - dance holds - safe dance posture <p>Locomotor Skills</p> <ul style="list-style-type: none"> • step patterns <ul style="list-style-type: none"> - grapevine - waltz - polka - triplets - jive <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics • time and rhythm <ul style="list-style-type: none"> - contrasting use of tempo - gradual/sudden speed change • space <ul style="list-style-type: none"> - dance figures - explore symmetrical and asymmetrical body shapes • relationships <ul style="list-style-type: none"> - individual & partner - group formations - objects <p>Composition</p> <ul style="list-style-type: none"> • structure <ul style="list-style-type: none"> - contrasting movement patterns • using stimulus accompaniment – story, music, poem <p>Dance Styles</p> <ul style="list-style-type: none"> • folk dance • social dance • indigenous dance <ul style="list-style-type: none"> - Aboriginal - Afro-Caribbean • modern • contemporary popular dance 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/twisting/pivoting/ swinging/balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • running variations <ul style="list-style-type: none"> - accelerate, decelerate, stop, start • dodging • base running <p>Manipulative Skills</p> <ul style="list-style-type: none"> • throwing <ul style="list-style-type: none"> - for distance/accuracy - pitch/bowl/lob - underarm/overarm/chest • catching/fielding <ul style="list-style-type: none"> - using equipment - attacking/defensive • dribbling - changing speed <ul style="list-style-type: none"> - hand/feet/stick • striking/hitting <ul style="list-style-type: none"> - one hand, two hands - distance & accuracy - tackling/heading • kicking <ul style="list-style-type: none"> - distance and accuracy - punt, drop, chip, goal • trapping/passing – using body parts, stick <p>Games</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> - tactics/strategies - team positions - trajectory • minor games <ul style="list-style-type: none"> - territorial games - ball games - tag games - relays • modified games • major games <p>Athletics</p> <ul style="list-style-type: none"> • running <ul style="list-style-type: none"> - sprinting, crouch start - middle distance and cross-country - circular relay • jumping <ul style="list-style-type: none"> - high jump, long jump • throwing <ul style="list-style-type: none"> - shot put, discus <p>Aquatics</p> <ul style="list-style-type: none"> • stroke development • diving • water safety • emergency procedures <p>Playing the Game</p> <ul style="list-style-type: none"> • teamwork • safety considerations • benefits of and influences on participation • effort and practice • competition • fair play • rules/tactics/strategies • refereeing/umpiring 	<p>Personal Identity</p> <ul style="list-style-type: none"> • influences on self-esteem and behaviour <ul style="list-style-type: none"> - family, friends, community - personal abilities - body changes - increased responsibility - changing needs and requirements - media and culture • developing and maintaining a positive self-concept • setting goals • influences of media and culture – body image • feelings – about self and others • gender images and expectations <p>The Body</p> <ul style="list-style-type: none"> • appropriate/inappropriate touching • body systems <ul style="list-style-type: none"> - functions - interrelationships • effects of nutrition, activity <p>Human Sexuality</p> <ul style="list-style-type: none"> • changes at puberty <ul style="list-style-type: none"> - menstruation • reproductive process • responsibility in sexual relationships <ul style="list-style-type: none"> - emotional readiness <p>Changes</p> <ul style="list-style-type: none"> • identify changes - physical, social and emotional • methods of coping with change <ul style="list-style-type: none"> - activity, relaxation, stress management • grief and loss – dealing with emotions <p>Values</p> <ul style="list-style-type: none"> • importance of values • influences on personal values • developing a code of behaviour • uniqueness of self <ul style="list-style-type: none"> - identity - development - goals • challenging discrimination

Overview of Subject Matter Stage 3 (cont'd)

Gymnastics	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> consolidate and practise non-locomotor skills static <ul style="list-style-type: none"> balance (refining) partner balance counterbalance handstand <p>Locomotor Skills</p> <ul style="list-style-type: none"> consolidate and practise locomotor skills jumping/landing – mounting, dismounting, tucks travelling on different body parts <ul style="list-style-type: none"> cartwheels rolling <ul style="list-style-type: none"> forward roll (incline) forward roll (flat mat) backward roll (incline) backward roll (flat mat) side roll climbing and hanging <ul style="list-style-type: none"> climbing frames bars rope ladder climbing ropes <p>Elements of Movement</p> <ul style="list-style-type: none"> spatial awareness <ul style="list-style-type: none"> position precision/accuracy shape dynamics <ul style="list-style-type: none"> interplay of force and time acceleration, deceleration relationships <ul style="list-style-type: none"> with other people, pairs, trios, groups matching, mirroring, contrasting counterbalancing with apparatus <p>Composition</p> <ul style="list-style-type: none"> combinations of locomotor and non-locomotor activities 	<p>Relationships</p> <ul style="list-style-type: none"> personal rights rights and responsibilities sources of power coercion harassment types of abuse effects of abuse solving problems importance of positive relationships relating to people changing networks strengthening networks challenging discrimination <ul style="list-style-type: none"> racism, sexism, homophobia anti-discrimination legislation <p>Communication</p> <ul style="list-style-type: none"> appropriate expression of feelings empathising assertiveness 'I' messages listening skills barriers to communication conflict resolution/negotiation supporting others recognising and articulating feelings presenting a viewpoint <p>Families</p> <ul style="list-style-type: none"> parental responsibilities and rights sibling dependence mutual dependence, rights and responsibilities <p>Peers</p> <ul style="list-style-type: none"> developing and maintaining friendships and working relationships rights and responsibilities overcoming peer influence positive peer influence acting on concerns for others <p>Groups</p> <ul style="list-style-type: none"> changing groups peer support roles, rights and responsibilities 	<p>Making Decisions</p> <ul style="list-style-type: none"> decision-making process influences on decision making - family/peers, other significant people, media, feelings and needs of others considering the effect of decisions on others supporting others in their decision making making health decisions risk-taking & decisions evaluating decisions <p>Nutrition</p> <ul style="list-style-type: none"> nutritional needs across lifespan energy intake/energy expenditure variety of food choices food preparation, storage special needs/considerations salt/sugar intake saturated fats <p>Health Services and Products</p> <ul style="list-style-type: none"> health information and services influence of media traditional/alternative health products/services <p>Drug Use</p> <ul style="list-style-type: none"> definition, legal/illegal appropriate use, administration and storage of medicines effects of drugs – caffeine, alcohol, tobacco media and drugs effects of drug use for the community labelling of drugs <p>Environmental Health</p> <ul style="list-style-type: none"> energy conservation global pollution recycling environmentally friendly products planting programs <p>Preventive Measures</p> <ul style="list-style-type: none"> sun protection disease prevention <ul style="list-style-type: none"> communicable diseases immunisation sexually transmitted diseases blood-borne viruses, HIV/AIDS hereditary diseases, lifestyle diseases, eg development of heart disease 	<p>Personal Safety</p> <ul style="list-style-type: none"> protection warning signs and signals identifying risk situations, people and places reacting to unsafe situations assertiveness rights and responsibilities maintaining/extending networks responding to risk situations bribes, threats safety plans <p>Home and Rural Safety</p> <ul style="list-style-type: none"> safety with machines, appliances, animals and substances reducing and eliminating hazards promoting safety awareness responsibility for self and others bribes, threats safety plans <p>School and Play Safety</p> <ul style="list-style-type: none"> minimising hazards around the school/playground modelling fair and safe behaviour promoting safety awareness at school and in play situations <p>Road Safety</p> <ul style="list-style-type: none"> pedestrian safety <ul style="list-style-type: none"> rights and responsibilities of a pedestrian safe practices near buses passenger safety <ul style="list-style-type: none"> responsibility as a passenger safety on wheels <ul style="list-style-type: none"> using bicycles, skateboards and rollerblades safely safety equipment <p>Water Safety</p> <ul style="list-style-type: none"> in different water environments survival swimming skills <p>Emergency Procedures</p> <ul style="list-style-type: none"> basic first aid – DRABC contacting emergency services

Content Overview: Beyond Stage 3

*(Refer to Towards Wholeness Years 7-10 CEC website
<http://www.cecnsw.catholic.edu.au/wholeness3a.asp>)*

Students will be provided with opportunities to:

Active Lifestyle

- Plan and undertake programs that prepare the body for specific events.
- Research various techniques for the development of physical capacities, e.g. flexibility, strength.

Dance

- Observe a video of personal performances to analyse and modify compositions.
- Compose and teach sequences for a group performance.

Games and Sports

- Adopt the role of peer coach or referee in games.
- Develop and undertake a program for developing specific games skills

Growth and Development

- Research a range of stress management strategies.

Gymnastics

- Participate in introductory Olympic gymnastics experiences.

Interpersonal Relationships

- Develop and apply skills of mediation to resolving peer issues.
- Choose one aspect of discrimination and compile a multimedia file on anti-discrimination issues.

Personal Health Choices

- Investigate a local environmental health issue – for example, passive smoking and smoke-free environments – and design a set of recommendations for personal and community action.
- Review the portrayal of alcohol in popular television series.

Safe Living

- Complete a lifesaving award.
- Use creative thinking skills to appraise local traffic conditions.

Communicating

- Prepare articles for student newsletters advocating better health practices and policies.
- Model reflective listening in order to clarify opinions held by different parties.

Decision Making

- Explore and debunk common myths that influence health decisions.
- Participate in collaborative decision-making processes in order to affect health action in the school and community.

Interacting

- Adopt collaborative leadership roles in order to accomplish group goals.
- Show empathy and support for peers who are experiencing personal difficulties.

Moving

- Show mastery of fundamental movement skills in increasingly competitive or complex movement contexts.

Problem Solving

- Resolve a range of simulated personal development and health scenarios relating to issues that typically confront teenagers.
- Use strategies such as a SWOT analysis (strengths, weaknesses, opportunities, threats) in order to analyse problems.

Implications for Teaching and Learning in PDHPE

This KLA recognises the centrality of the person of Jesus Christ in Catholic education. Implicit to this, is the KLA link to the subject of Religious Education.

Allocating Time to PDHPE

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

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

Safety and Physical Activity

The syllabus promotes safe participation in physical activity. To minimise the risk of injury, children should be exposed to a developmentally appropriate sequence of learning experiences. Students should be given adequate instruction and practice before participating in activities that have an element of risk. Warm-up and warm-down routines should be taught and incorporated in every movement lesson. Dangerous exercises should be avoided, including those that place excessive strain on the body. The learning environment needs to promote safety, with facilities and equipment well maintained. Teachers should be aware of the special medical needs of students in their class and how to manage these situations. (For further information see ‘Safety and Physical Activity’ on page 41 of the PDHPE K-6 Modules – http://www.bosnsw-k6.nsw.edu.au/pdhpe/pdf_doc/pdhpek6_modules.pdf)

Sensitive Issues

The syllabus includes a number of issues that may be considered as sensitive in nature, eg sexuality, drug education, child protection education. The syllabus advocates an approach that supports the ethos of the school and its community. This requires:

- the management of issues in the context of a comprehensive PDHPE program;
- complying with related school and systems policies;
- involving parent and community participation;
- adopting appropriate teaching strategies.

(For further information see 'Dealing with Sensitive Issues' on page 42 of the PDHPE K-6 Modules - http://www.bosnsw-k6.nsw.edu.au/pdhpe/pdf_doc/pdhpek6_modules.pdf)

In Catholic schools, teachers are guided in their treatment of sensitive issues by the teachings of the Catholic Church.

Dealing with Discrimination

Throughout the syllabus subject matter related to discrimination and harassment is included. Teachers should be aware of the forms of discrimination covered in anti-discrimination legislation and should address them in a developmentally appropriate sequence.

The specific areas of discrimination covered in the NSW Anti-Discrimination Act 1977 are: race (including colour, nationality, descent and ethnic, ethno-religious or national origin), sex, marital status, disability (including HIV/AIDS), homosexuality, age and transgender.

Development of Knowledge and Skills within PDHPE

Effective learning in PDHPE enables students to act upon their understanding of an issue, and values related to it. The syllabus advocates an approach where students are given a balance of firm advice and the opportunity to practise the skills of communicating, interacting, decision making, problem solving and moving.

There will be particular issues where it will be appropriate to give clear advice on appropriate behaviour. However, as students develop and gain greater levels of autonomy, their degree of competence in the skills becomes increasingly important. Therefore, the emphasis on skill development should commence in the early stages of schooling.

For example, for some young people, early experimentation with cigarette smoking and alcohol use is a significant factor in later illegal drug use. It is therefore essential to plan a drug education component of the PDHPE program that builds decision-making skills across all years and provides opportunities for behavioural rehearsal in Stages 2 and 3. Information that is relevant to students' experiences at different ages also needs to be incorporated.

Adopting such an approach can have significant health benefits. Delaying or avoiding the onset of a young person's early experimentation with legal drugs reduces the likelihood of future illegal drug use.

Movement Skills

The syllabus places significant emphasis on the development of fundamental movement skills. The process by which students progress to mastery of skills commences with their being introduced to the concept of the skill through demonstration and explanation. This is followed by practice and feedback in a controlled environment that leads to the student reproducing the skill with consistency.

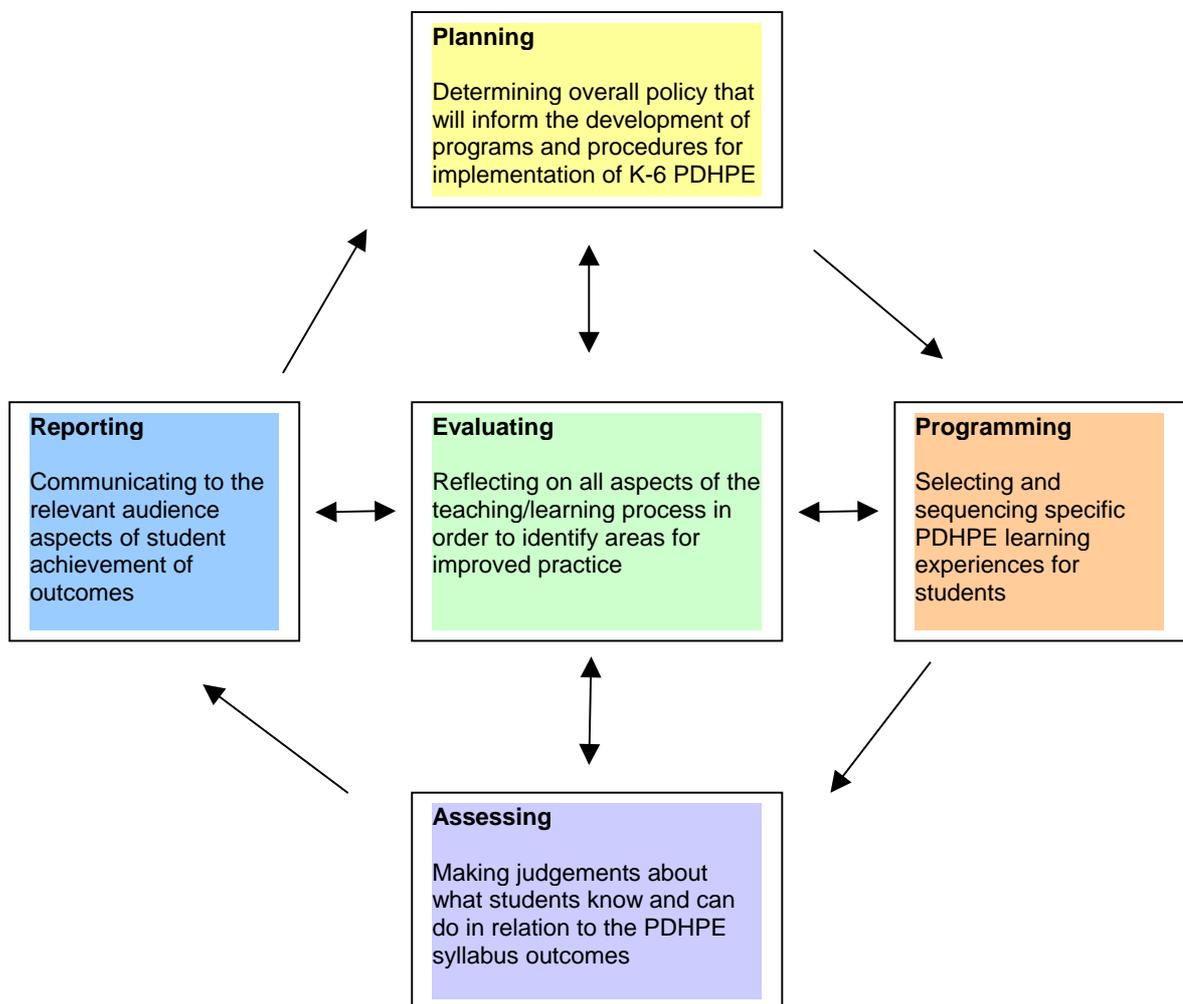
It is important that students have the opportunity to learn skills in an environment that is predictable and modified to suit their level of development. The teaching process must involve the provision of clear feedback. It is only when skills have been learnt that students can transfer and apply them to the less predictable and dynamic contexts of different physical activities, eg games, dance, gymnastics.

The syllabus also requires students to apply skills in the process of composing, performing and appraising movement.

General Principles for Planning, Programming, Assessing, Reporting and Evaluating

General Principles for Planning, Programming, Assessing, Reporting and Evaluating

Effective teaching and learning in PDHPE requires effective planning, programming, assessing and reporting practices. The quality of these practices is further enhanced when evaluation procedures that focus on improvement are also in place.



Planning

The process of planning is important in establishing shared, continued understanding about the PDHPE syllabus, and effective organisational and programming practices to support its implementation.

Planning needs to occur at whole-school, stage, class and individual level and should invite the involvement of parents and students.

Schools should establish a school PDHPE policy that reflects the importance of this key learning area in the total school curriculum. It should incorporate decisions about:

- allocation of curriculum time to PDHPE;
- funds to establish and maintain PDHPE resources;
- staff to teach PDHPE programs;
- general areas and topics to be covered in a K-6 sequence;
- links with other school policies, practices and programs that will create an environment supportive of the health and welfare of everyone within it.

Some general principles for effective planning for PDHPE are:

- determining and acknowledging students' prior learning and future learning needs;
- closely referring to the syllabus requirements, including outcomes, indicators, subject matter and suggested scope and sequence overviews;
- ensuring that students receive a program that is balanced and representative of the breadth of PDHPE;
- considering and utilising resources available within the school and the wider community;
- identifying those aspects of PDHPE that may cause concern and ways they might be addressed to support community values and enhance the wellbeing of the student.

To assist with planning, teachers are referred to more detailed advice in the PDHPE K-6 Modules on page 23.

Programming

Programming is the process of selecting and sequencing learning experiences for classes, groups and individual students to achieve the outcomes of the PDHPE syllabus. Effective programs:

- cater for the diversity of student learning needs of the group concerned;
- incorporate a sequence of learning experiences that enable students to achieve the outcomes;
- include a variety of challenging learning experiences that develop students' confidence, enthusiasm, enjoyment and independence in their learning;
- focus on the development of knowledge, understanding and skills most relevant to students.

Points to consider when programming:

Selecting outcomes

Towards which PDHPE outcome will students be working? Teachers need to consider assessment information to determine the outcomes that students have previously achieved in order to build upon them. By referring to indicators, teachers can observe where students are working towards or have achieved the outcomes.

Deciding on a programming approach

Selecting a programming approach involves deciding between a single strand model or a combined strand model. There may be particular issues that are appropriately dealt with by focusing on a single strand. Other themes or issues are best dealt with by drawing on two or more strands. For example, a unit of work on 'Child Protection' will deal mainly with outcomes related to Interpersonal Relationships and Safe Living but also includes outcomes from Growth and Development and Personal Health Choices.

Opportunities for integration of PDHPE content and skills with other key learning areas should be considered in order to effectively utilise curriculum time and enable further reinforcement of PDHPE concepts.

On which strand/s will learning experiences focus? Consider the numerous opportunities for an integrated approach – for example, units may address both Dance and Gymnastics or Personal Health Choices, Active Lifestyle and Safe Living.

Designing, selecting and sequencing learning experiences

Teachers will need to consider the developmental sequence of learning that will provide opportunities for students to achieve outcomes at each stage. It is important that learning experiences engage the students' interest and provide appropriate challenges. It is particularly relevant for PDHPE experiences to reflect an active learning approach in skills development and in engaging the student in physical activity.

Resources

Teachers should identify existing equipment, facilities and human resources and analyse their suitability. Decisions should be made about the acquisition of additional resources needed to work towards syllabus outcomes.

Assessment

Decisions need to be made about the aspects of students' performance in PDHPE that will be assessed. The process to be used for observing or collecting evidence on what students know, believe and can do should be outlined. Strategies such as diaries, discussions, presentations, debates, performances, observations, projects and peer assessments could be considered.

The process for recording and analysing assessment information is also important for tracking student achievement and facilitating meaningful feedback. Suitable approaches include annotated work samples, anecdotal records and profiles. Use of the syllabus indicators or

teacher-developed indicators can provide a useful reference in making judgements about student achievement of outcomes.

Evaluation

When programming evaluation strategies, teachers should ensure an ongoing focus on improvement. Teachers should consider:

- the success of the programmed unit of work;
- the degree to which all students' needs are catered for;
- the extent to which students enjoyed the unit of work;
- the success of teaching/learning strategies and assessment approaches in providing students with the opportunity to work towards and demonstrate achievement of syllabus outcomes.

Assessing

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to determine what students know and can do in order to assist in designing appropriate teaching/learning programs for all students. The diverse nature of the skills identified in this syllabus demands that a variety of appropriate assessment techniques be used. The principles below underpin effective assessment.

- Assessment is integral to teaching and learning. It should be based on the syllabus learning outcomes that specify what students know, understand and are able to do in PDHPE.
- Assessment procedures should relate to the specific knowledge and skills that are taught within the school program, and to the syllabus outcomes.
- A variety of assessment strategies and contexts should be used to give students the opportunities to demonstrate, in an authentic manner, what they know, understand and are able to do in PDHPE.
- Assessment should be reliable and valid, consistently producing results that accurately reflect the student's ability to perform tasks. Furthermore, it must actually measure what it is intended to measure.
- Students may be assessed on the actual performance of a skill, eg leaping, or they may be assessed on their ability to carry out steps in a particular process, eg problem solving. Knowledge and understandings may be assessed through demonstrations or performances by students.

The assessment process should:

- be consistent with overall school goals and general policies;
- be based on the syllabus outcomes and reflect the syllabus content;
- arise from the everyday learning experiences of students;
- enhance the self-esteem and motivation of the individual student;
- recognise and value the diverse backgrounds and experiences of students.

Collecting assessment information involves:

- systematically observing students during learning experiences;
- interacting with students to gain a deeper knowledge of what they know, understand and can do;
- analysing work samples by using indicators.

Forms of assessment

Formative and summative assessment complement each other, and both should be used to form a comprehensive record of student achievement.

Formative assessment

Formative assessment is the practice of building a cumulative record of student achievement. This usually takes place during day-to-day classroom learning experiences and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than can be determined through formal testing alone. It is a valid and valuable part of overall assessment.

Summative assessment

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal assessment strategies such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Diagnostic assessment

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.

Choosing Assessment Tasks and Strategies in PDHPE

The following table may assist schools and teachers in selecting valid assessment tasks and strategies. These strategies can be used singularly or in combination to provide opportunities for students to demonstrate what they know and can do.

Areas of Assessment	Some examples of assessment tasks and strategies
Knowledge and Understanding	Quizzes; multiple choice or true/false tests; cloze passages; blanks in matrices; matching questions with answers; labelling diagrams or models; written and spoken texts
Skills	
Communicating	Written, spoken and visual texts; movement performances; debates; multimedia presentations
Decision Making	Role-plays; scenarios; unfinished stories; mapping alternatives; identifying pros and cons

Interacting	Group performances; diary journals; group projects; peer appraisal
Moving	Dance or gym performances; skills checklists; activity journals
Problem Solving	Mind maps; essays, initiative games; action plans
Values and Attitudes	Actions; written, spoken and visual texts; Likert scales; values continuums

Reporting

Reporting is the process of providing information, both formally and informally, about the progress of student achievement. The purpose of reporting is to provide information about student learning in PDHPE, i.e. learning experiences that students have engaged in over a period of time and the achievement that they have demonstrated. Reports can be presented in a spoken or written form. The principles below underpin effective reporting.

- Reporting of student achievement has a number of purposes for a variety of audiences such as students, parents, teachers, school and the wider community. It should provide them with constructive feedback.
- Reporting should provide a diagnosis of areas of strength and need, including those in which the students might be given additional support.
- Reporting information needs to be in language that is understood by the audience.

Parents/caregivers will want to know how their child is progressing in relation to:

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

When reporting to parents, the key features of the report should be:

- to provide information about how the student is progressing;
- to suggest ways in which parents can help at home, such as: initiating games that focus on movement skills; integrating with others; practising communication skills; sharing, taking turns; demonstrating personal hygiene, nutrition and safety practices.

The form of reporting to parents should take account of the levels of parent literacy in their first language and/or English, and levels of fluency in spoken English. Teachers may consider having reports translated in the home language. In some circumstances, interviews may be an appropriate way of reporting to parents.

Evaluating

Program evaluation is an ongoing process. Information for use in evaluation may be gathered through: student assessment; teachers' reflections on their teaching practices; written records such as questionnaires, logs and diaries, submissions or records of meeting; and discussion with general staff members, teaching staff (including support staff), parents and other community members.

Teachers need to gather, organise and interpret information in order to make judgements about the effectiveness and appropriateness of:

- the school PDHPE policy and plan;
- teaching programs;
- teaching strategies;
- assessment strategies;
- resources;
- staff development programs.

The following questions may assist in ensuring that the information sought is relevant to the evaluation:

- How did planning, programming and teaching contribute to student achievement of PDHPE outcomes?
- Were the special needs of individual students catered for?
- Was adequate time allocated for the program/units of work and sequences of PDHPE?
- How did students respond to the resources selected?
- Which learning experiences generated the most student interest and enjoyment?
- Which teaching strategies resulted in maximising student participation?

Modifying programs

The final stage of program evaluation is the integration of the evaluation information into a modified and improved program with:

- more appropriate teaching strategies;
- more effective assessment/evaluation;
- more efficient and effective use of resources;

leading to improved student outcomes in PDHPE.

The process of school-level evaluation highlights the need for reflection and provides opportunities for:

- identifying areas of need;
- addressing the professional development of teachers;
- recognising school/system achievements.

The evaluation of a particular area of the school's operation will provide a starting point for a cycle of future action for improvement.

STRATEGIES TO SUPPORT THE IMPLEMENTATION OF TOWARDS WHOLENESS K-6

The following list outlines possible directions for implementation of Towards Wholeness K-6. 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 K-6 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 K-6 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 K-6 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 K-6.

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 K-6 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 K-6 as an evaluation tool to evaluate the place and effectiveness of values and materials in their entire teaching curriculum.

PARENT / TEACHER CO-OPERATION

In nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as:

- *a basis for parent/teacher information gatherings*
- *a source of information and a stimulus for discussion of content and values*
- *a source book to assist parents and teachers in any classroom teaching or facilitation*

(Note: Special sensitivity may be necessary in referring to and including caregivers who are not the children's natural parents.)

INDIVIDUAL TEACHER LEVEL

Towards Wholeness K-6 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 K-6 can be used as a basis for ongoing inservice in the following contexts:

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

Glossary

Active listening	Effective listening behaviours that enhance the communication process. At ES1 it involves complex skills such as clarifying, checking, reflecting and reframing.
Activity patterns	Information on the physical activity level of an individual or population, including frequency of participation, preferred activities and reasons for participation.
Analgesics	Drugs that relieve mild to moderate pain. They include aspirin, paracetamol, codeine and non-steroidal anti-inflammatories. Usually self-prescribed.
Assertiveness	An attitude that conveys a message that a person is 'set' in their response and will not be influenced. This attitude comes from strength from within – not necessarily from superficial dramatic responses. It may be apparent only in facial expression or posture. It is possible to be quiet, yet strong in assertive expression.
Basic first aid	Providing simple emergency care, such as control of bleeding.
Bunny hops	Hands are placed on the ground, shoulder width apart. From a crouched position, push off both feet to take weight on hands. Adopt a tucked position in the air. Can be performed as a locomotor or non-locomotor skill.
Bunt	To strike a ball with a bat with a restricted follow-through in order to stop its progress.
Bush Dance	A dance style of the early colonists expressing a range of life themes. It uses simple skipping, stepping and sliding movements performed in patterns that range in complexity, generally in circles or sets with a partner.
Chip kick	To kick a ball to clear a particular height. The emphasis is not usually for distance so the power applied is controlled.
Circle games	Games using a circular formation where all group members can see each other.
Compositional skills	Ability to put together individual skills into an interesting and logical order, using the elements of movement to structure movement to express ideas. It may result in a product such as a dance, gym routine, or set play in a game.
Counterbalance	Moving the body or an object outside its normal point of balance in order to compensate for other forces acting upon it.
Creative dance	A non-stylised dance form that involves the use of movement to express ideas, thoughts and feelings in response to a stimulus.
Creative play	Play that evolves from the student's own thoughts, ideas and imagination. This form of movement exploration is not restricted by complex rules or conventions.
Defensive marking	Keeping in close contact with an opposition player in a competitive game situation in order to counteract their play.
Dodge	To change position suddenly to evade an opposing player. The movement can also be incorporated in other areas such as dance.
DRABC	Represents the process to follow in emergency care situations (Danger, Response, Airway, Breathing, Circulation).

Drug	Any substance that when taken into the body alters its function physically or psychologically, excluding food, water and oxygen.
Dynamics	This refers to how movement is performed in terms of force and flow. Dynamics is one of the elements of movement.
Egg roll	Begin in a kneeling position. Tuck arms into the body and form a tight ball. Roll sideways (not over the head) and end in a kneeling position.
Elements of movement (also elements of dance)	The variables that are combined in composing and performing movement. The specific elements are dynamics, time, space and relationships. Other aspects that may be considered as elements are action or the types of movements used and structure or the way that movements are put together. In this syllabus action is dealt with in terms of locomotor and non-locomotor movement and structure is covered under composition.
Exercise	Planned, structured, repetitive bodily movement, and objective of which is to improve or maintain one of the components of fitness.
Fitness	A multi-component trait related to the capacity to perform physical activity. It consists of health-related components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and skill-related components (agility, balance, coordination, power, reaction time and speed).
Free play	Unconstrained play, exempt from regulations and restrictions.
Front support	Prone body position, with a straight line between shoulders and ankles. Body weight supported by hands with arms straight. Fingers point forward. Head neutral. In essence, this is the extended push-up position.
Fundamental movement skills	An organised series of basic movements that involve the combination 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.
Grapevine	A movement used in a range of dance styles. Moving right: step sideways with right foot, then step left foot behind, then step right foot sideways, then left foot in front of right, step right, feet together. Repeat to left.
'I' messages	A form of assertive communication where the individual expresses their feelings and opinions in a way that promotes their rights while preserving the rights of others, e.g. 'I don't like it when you call me names because it hurts my feelings. I would prefer if we were friends'.
Indicator	Indicators exemplify the range of behaviours that contribute to achievement of outcomes. Indicators assist teachers in monitoring student progress within a stage. They also assist teachers in making on-balance judgements about the achievement of outcomes.
Laterality	Ability to use both sides of the body, e.g. kick a ball with right and left foot; throw and catch with both hands.
Likert scale	A clarification strategy where students respond to statements indicating the degree to which they agree or disagree.
Locomotor skills	The range of movements that can be used to make the body travel, e.g. run, skip, roll, leap.

Log roll (or pencil roll)	Sideways roll, in extended position, with arms above the head. This skill is performed slowly, with pauses in the prone and supine positions. Body should turn as one, not in segments.
Medicine	Non-prescribed or over-the-counter medicines can be obtained from chemists without a prescription. Prescribed medicines require a prescription from a medical practitioner or dentist.
Minor games	Simple games, with few rules, designed to practise skills in a competitive situation.
Modern dance	A dance style originating in ballet and incorporating many of its movements, but disregarding some of its conventions.
Modified sports	Sports that are adapted to suit young performers by rule or equipment changes.
Movement exploration	To discover the body's potential for moving by experimentation with different ways to move.
Movement patterns	A series of individual movement skills linked together logically.
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 in threatening situations, to get away from the unsafe situation and to seek help, advice and support.
Non-locomotor skills	The range of movements that can be performed that do not result in the body travelling, e.g. twist, stretch, punch. These skills can be combined with locomotor skills.
On-balance judgements	A term used to describe the professional judgement used to assess student achievement of outcomes. It is a determination made based on a range of evidence over time.
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.
Physical activity	Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure.
Punt kick	To kick a ball that is dropped from the hands before it reaches the ground.
Rear support	Supine body position, back to the floor, with a straight line between shoulders and ankles. The body weight is supported by the hands. Fingers point to toes and arms are straight. This is an extended 'dips' position.
Relationships (movement)	This refers to how movement relates to individuals, groups and objects. Relationships is one of the elements of movement.
Resilience	The process and capacity that allows individuals to successfully adapt to challenges in their lives.
Response games	Activities designed to develop physical vocabulary, speed of information processing and reflexes.
Roll with straddle	Forward or backward roll ending with a finishing position where the legs are apart.

Scottische	A dance resembling a slow polka. Commonly, couples circle around the room, promenading forward and turning around each other. The music is in 2/4 or 4/4 time.
Side gallop	A quick sideways movement where both feet are off the ground at once.
Side sliding	Moving right: step sideways with right foot then drag left foot to meet right. Repeat.
Slinging	To cast, hurl or fling an object in the air, e.g. discus.
Social and emotional development	Involves increased 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.
Space	This refers to where movement takes place, the shapes, pathways and directions travelled. Space is one of the elements of movement.
Static balance	A stationary balance on one foot. Dynamic balance is when the moving body remains balanced, e.g. in fluent running action.
Soft landing	For safety, students should give on impact (bend at knees, ankles and hips) to absorb the shock of landing.
SWOT analysis	A creative thinking technique for exploring a problem or issue. It involves identifying relevant strengths, weaknesses, opportunities and threats.
Time	This refers to when the body moves, its rhythm, duration and speed of movement. Time is one of the elements of movement.
Tuck sit	Sitting with legs bent at knees, feet close to body and knees together. Arms circle the bent knees or are held out straight to the sides.
Tucked/twisted shapes	Small, tight, contracted (tucked) and winding, curved, distorted, circling (twisted) shapes that the body makes in a range of movement contexts.
Two-handed strike	Holding the striking implement, for example bat or racquet, with both hands when hitting a ball.
Values continuum	Students are asked to communicate their values in relation to particular issues by positioning themselves on a line where the two ends of the line represent 'agree' and 'disagree' (see Likert scale).

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.
<http://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.
<http://www.cecsw.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
<http://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.
<http://www.newadvent.org>

OTHER

- **Board of Studies.**
Personal Development, Health and Physical Education Syllabus Years K-6
<http://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.
<http://www.kidshelp.com.au>
- **Australian Department of Health and Aged Care** provides information and resources on PDHPE topics. Teacher/Student use.
<http://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.
<http://www.who.int/>
- **NSW Anti-Discrimination Board** contains information on all types of discrimination; physical, mental, racial, medical, sexual. Teacher use.
<http://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.
<http://www.mentalhealth.gov.au>
- **Commission for Children and Young People.** Advice on student rights and responsibilities.
<http://www.kids.nsw.gov.au>

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- ***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 more recent documents such as John Paul II, *On the Blessed Virgin Mary in the Life of the Pilgrim Church* (1987).

Post-Conciliar Documents

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- ***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*** (Solemnis 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).

- ***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).

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 - 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).

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distinguishing qualities. It sees ‘the promotion of the human person’ as the goal of the Catholic school (par 9).

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- ***Catechism of the Catholic Church***, 1994.
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 - Level 4, 18 Lawson Street
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 - Phone: (02) 9318 5400
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