

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION – MANDATORY

PDHPE Years 7–8 provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and productive functioning in daily life. The following key competencies are embedded in the *PDHPE Syllabus* to enhance student learning.

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

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

Specific content includes communication strategies and barriers to effective communication.

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

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

The content has been organised into strands in the syllabus covering the theoretical aspect as well as practical skills.

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

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination.

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

Young people's motivation to be physically active is influenced by their level of enjoyment, perceived competence and social support. PDHPE plays a key role in promoting physical activity and developing competency in movement skills. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity.

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