

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION – MANDATORY

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 practice 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.

It is compulsory for students to study Personal Development Health and Physical Education (PDHPE) in Years 9 – 10 (Stage 5). Students complete internal assessment and exams, which are used to accumulate a final grade for each student. Final grades are submitted to the Board of Studies.

The PDHPE Years 7 – 10 Syllabus details the essential knowledge, understanding, skills, values and attitudes necessary for students to achieve the syllabus outcomes. Achieving these outcomes will enable them to move to further learning or training (including Stage 6) or to the workplace and other life settings, after the compulsory years of schooling.

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

Strand 1	Strand 2	Strand 3	Strand 4	Skills
Self & Relationships	Movement Skill & Performance	Individual & Community Health	Lifelong Physical Activity	Communicating Decision-making Interacting Moving Planning Problem-solving

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.

