

## PDHPE

- ACARA- Australian curriculum + Reporting Authority -> development in curriculum
- New curriculum as of 17 July 2013
- Belief that healthy, active pop improves productivity, pro-social behave + personal satisfaction
- HPE nurtures student WB
- May soft skills encouraged teamwork, self-management, interpersonal skills, social competence
- Aims of Australian curriculum: HPE
  - Promotion of own + others health, WB, safety + participation
  - Knowledge, understanding + skill -> competence, confidence + commitment
  - Learn to access, evaluate + synthesise info
  - Develop + use personal + social skills
  - Acquire, apply + evaluate movement skills
- 8 strands – organisers that state major knowledge + skills; act as tool for planning for achievement
  - Active lifestyle – activities that promote WB
  - Dance – body movement + expression
  - Games + sports – fundamental movement skills, competitive + non, competence
  - Growth + development– develop understanding of own development
  - Gymnastics – movement acquisition, dem control
  - Interpersonal relationship – understand nature + build on
  - Personal health choices – decisions about nutrition, hygiene, drug use, disease protection
  - Safe living – ability to protect self + others
- Learning outcomes – more specific details of “need to know and do” to demonstrate learning
- Each outcome accompanied by indicator
- 5 essential skills:
  - Communication – express needs, wants, feelings, ideas + opinions, listen + respond
  - Decision making – informed decisions, taking responsibility for consequences
  - Interacting – working collaboratively, maintaining friendship, offering/accepting support
  - Moving – participate + develop mastery skills
  - Problem solving – gather info + develop strategies
- Rationale of HPE: teaches to enhance health, safety + WB; helps resilience, decision making + taking action to promote health; integral to movement skills
- Propositions: focus on edu outcomes, take strengths-based approach, value movement, dvp health + literacy skills, have critical inquiry approach

- Health literacy – an ind’s ability to access, understand + use health info to promote + maintain good health/WB
  - Functional
  - Interactive
  - Critical
- Areas of learning:
  - Personal, social + community health: alcohol + drugs, food + nutrition, health benefits of phys activity, mental health + WB, relationships + sexuality, safety
  - Movement + physical activity: active play + minor games, challenge + adventure, fundamental movement skills, games + sports, lifelong phys activities, rhythmic + expressive movement
    - Alcohol + drugs: impact, prescriptions, effects, classification, risks, performance enhancing
    - Food + nutrition: making healthy choices, energy needs + nutrient requirements, nutrition for performance, culture + context
    - Relationships + sexuality: managing changes, exploring identity, reproduction + sexual health, role of power, bullying/harassment
    - Mental health + WB: promotion, resilience, self efficacy, belonging, decisions, support
    - Active play + minor games: imaginative, small group, lead up games
    - Fundamental movement skills: rolling, balancing, running, hop/skipping, bounce/throw/catch, kicking
    - Games + sports: modified, traditional, territorial culturally significant, non-traditional
    - Lifelong phys activities: fitness, aerobics, pilates, yoga, bushwalking, swimming