



Life Education NSW

Online module alignment to the K-10 PDHPE Syllabus

My Body Matters

Early Stage 1

This module focuses on things children can do to keep themselves healthy including:

- ▶ the importance of personal hygiene
- ▶ choosing foods for a healthy balanced diet
- ▶ benefits of physical activity and sleep
- ▶ ways to keep safe at home, school and in the community



Skills

- ▶ Interpersonal skills
- ▶ Self-management skills
- ▶ Movement skills

Content strands

- ▶ Health, wellbeing and relationships
- ▶ Movement skill and performance
- ▶ Healthy, safe and active lifestyles

Contexts for learning

- ▶ Personal identity
- ▶ Relationships
- ▶ Mental health and wellbeing
- ▶ Food and nutrition
- ▶ Safety

Key inquiry questions

- ▶ What helps us to stay healthy and safe?
- ▶ How do we move our bodies?
- ▶ How can we care for each other?
- ▶ How do we make healthy and safe choices in different situation?

OUTCOMES Early Stage 1

PDe-1 identifies who they are and how people grow and change

PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe

PDe-4 practises and demonstrates movement skills and sequences using different body parts

PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity

PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces

PDe-9 practises self-management skills in familiar and unfamiliar scenarios

PDe-10 uses interpersonal skills to effectively interact with others

OUTCOMES Stage 1

PD1-1 describes the qualities and characteristics that make them similar and different to others

PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations

PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-7 explores actions that help make home and school healthy, safe and physically active spaces

PD1-9 demonstrates self-management skills in taking responsibility for their own actions

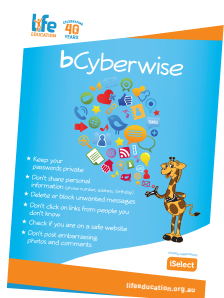
PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

bCyberwise

Stage 2

Explore a range of issues such as password security, risks of sharing personal information, how to communicate respectfully both online and offline, and strategies to handle bullying including cyberbullying.

- ▶ responsible and respectful behaviour when using communication technology
- ▶ skills for building positive relationships with friends
- ▶ keeping personal information safe online
- ▶ strategies to deal with bullying and cyberbullying
- ▶ exploring the role of bystanders



Skills

- ▶ Interpersonal skills
- ▶ Self-management skills

Content strands

- ▶ Health, wellbeing and relationships
- ▶ Healthy, safe and active lifestyles

Key inquiry questions

- ▶ How does who I am influence others?
- ▶ Why are empathy, inclusion and respect important in our relationships?
- ▶ How can I contribute to promote healthy, safe and active communities?
- ▶ How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?
- ▶ What skills and strategies do we need to be healthy, safe and empowered?

Contexts for learning

- ▶ Personal identity
- ▶ Mental health and wellbeing
- ▶ Relationships
- ▶ Safety

OUTCOMES Stage 1

PD2-1 explores strategies to manage physical, social and emotional change

PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe

PD2-3 explains how empathy, inclusion and respect can positively influence relationships

PD2-9 demonstrates self-management skills to respond to their own and others' actions

PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

OUTCOMES Stage 2

PD2-1 explores strategies to manage physical, social and emotional change

PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe

PD2-3 explains how empathy, inclusion and respect can positively influence relationships

PD2-9 demonstrates self-management skills to respond to their own and others' actions

PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Decisions

Stage 3

Students explore the decision making process and improve decision making skills by looking at choices, consequences, responsibility, facts, and influences.

- ▶ what is a drug and how drugs are classified
- ▶ effects of drugs on the body
- ▶ analysing health messages about drugs in the media
- ▶ messages around non-use – normative data – dispelling myths
- ▶ influences on decision making – family, peers, media, culture, financial, legal
- ▶ strategies and skills to be safe



Skills

- ▶ Interpersonal skills
- ▶ Self-management skills

Content strands

- ▶ Health, wellbeing and relationships
- ▶ Healthy, safe and active lifestyles

Contexts for learning

- ▶ Personal identity
- ▶ Relationships
- ▶ Safety
- ▶ Alcohol and other drugs

Key inquiry questions

- ▶ How can I manage transitions and challenges?
- ▶ How responsible am I for my own and others' health, safety and wellbeing?
- ▶ How does a healthy, safe and active lifestyle enhance connection with others?
- ▶ What actions positively influence health, safety and wellbeing of my community?

"We see immense value in bringing Life Education's program to our school to present a harm minimisation approach to drugs and alcohol and its effects on entire communities. Young people today face many challenges, and it is important to work with them to find solutions."

Vanessa Briggs

Head Teacher of Wellbeing, Balgowlah Boys Campus



OUTCOMES Stage 3

PD3-1 identifies and applies strengths and strategies to manage life changes and transitions

PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others

PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others

PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable

PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

PD3-9 applies and adapts self-management skills to respond to personal and group situations

PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

CALL NOW

1300 HAROLD
(1300 427 653)

LIFE EDUCATION NSW

ABN: 59 053 737 045
Address: 10 Hewitt Street, Colyton NSW 2760
PO Box 789, St Marys NSW 1790

Telephone: 02 9673 3222
Facsimile: 02 9673 4215
Email: nsw@lifeeducation.org.au
Website: lifeeducation.org.au

Follow us on Facebook  @LifeEducationNSW

Support us at lifeeducation.org.au/support-us/donate Visit
the Healthy Harold Store at lifeeducation.org.au/shop

