



Monday, June 3 2019

Personal Development, Health and Physical Education - information for parents

Dear Parents, Grandparents and Caregivers,

This year, students from Kindergarten to Year 6 will be involved in the mandatory subject Personal Development, Health and Physical Education (PDHPE). This subject prepares and supports students to lead and contribute to, healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Our school's PDHPE program covers a wide range of education matter, including relationships, drug use, human sexuality, child protection, fundamental movement skill development, safety and physical activity. Some of the content of the program deals with sensitive issues. The school recognises this by teaching about these issues within the context of a developmentally appropriate program and by providing information to you about the program.

The school program will be implemented in a manner that supports the role of parents and caregivers and reflects the ethos of the school community.

For more information on PDHPE go to <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1-to-stage-3> The school program aims to encourage students to make informed decisions about their lifestyle taking into account the values of the family, culture and religion to which they belong.

Some of the specific content which will be covered in PDHPE includes:

Early Stage 1	Stage 1
<ul style="list-style-type: none"> • Movement skills and physical activity such as games, dance and gymnastics • The importance of staying active and the effects on the body • Caring for your body, through nutrition and sun protection • Relationships • Identifies how individuals care for each other • Communication • Making decisions • Feelings, needs and wants • Personal health, nutrition and hygiene • Body appearance, external body parts and senses • Changes in body and abilities since birth • Personal rights and responsibilities • Making and keeping friends, working and playing with others • Family roles • Emergency procedures 	<ul style="list-style-type: none"> • Movement skills and physical activity such as games, dance and gymnastics • The importance of staying active and the effects on the body • Caring for your body, through nutrition and sun protection • Relationships • Identifies how individuals care for each other • Communication • Making decisions • Feelings, needs and wants • Personal health, nutrition and hygiene • Body appearance, internal and external body parts, (private and non-private) • Body systems (skeletal) and senses • Changes in body, abilities and feelings about change • Medication purpose, safe use and storage • Personal rights and responsibilities

Early Stage 1	Stage 1
<ul style="list-style-type: none"> • Recognising and responding to safe and unsafe situations • Developing positive relationships and support networks • Developing assertiveness (No Go Tell) • Appropriate and inappropriate touching • Caring for the environment at school and home • Safe play around the home and school 	<ul style="list-style-type: none"> • Road, pedestrian and passenger safety • Water safety through safe places, play and survival strategies • Emergency procedures • Recognising and responding to safe and unsafe situations • Developing positive relationships and support networks • Developing assertiveness (No Go Tell) • Appropriate and inappropriate touching • Water, air, land pollution and caring for the environment at school and home • Safe play around the home and school

Stage 2	Stage 3
<ul style="list-style-type: none"> • Movement skills and physical activity such as athletics, games, dance and gymnastics • The importance of staying active and the effects on the body • Caring for your body, through nutrition and sun protection • Relationships • Identifies how individuals care for each other • Communication • Making decisions • Feelings, needs and wants • Personal health, nutrition and hygiene • Male/female characteristics and puberty-related changes • Body systems (functions), growth, development and heredity • Gender images and expectations or male and female characteristics • Changes in body and feelings about change • Medication purpose, safe use and storage • Personal rights and responsibilities • Personal, school, family and cultural values • Road, pedestrian and passenger safety • Water safety through safe places, play and survival strategies • Emergency procedures • Recognising and responding to safe and unsafe situations 	<ul style="list-style-type: none"> • Movement skills and physical activity such as athletics, games, dance and gymnastics • The importance of staying active and the effects on the body • Caring for your body, through nutrition and sun protection • Relationships • Identifies how individuals care for each other • Communication • Influences on the decision making processes and evaluation • Feelings, needs and wants • Personal health, nutrition and hygiene • Male/female characteristics and puberty-related changes • Body systems (functions and interrelationships) and appropriate and inappropriate touching • Gender images and expectations and male and female characteristics • Puberty, reproduction and responsibility in sexual relationships • Identifying physical, social and emotional change and methods for coping • Grief and loss • Definition, effects and labelling of drugs such as caffeine, alcohol and tobacco • Personal rights and responsibilities



Stage 2	Stage 3
<ul style="list-style-type: none">• Developing positive relationships and support networks• Developing assertiveness (No Go Tell)• Reducing and eliminating risks• Water, air, land pollution and caring for the environment at school and home• Safe and fair play around the home and school	<ul style="list-style-type: none">• Importance of values, developing a code of behaviour and challenging discrimination• Road, pedestrian and passenger safety and safety on wheels• Water safety in different environments and survival swimming skills• Emergency procedures• Recognising and responding to safe and unsafe situations• Influences on self-esteem and developing and maintaining a positive self-concept• Reducing and eliminating risks• Water, air, land pollution and caring for the environment at home, school and globally• Minimising hazards, modelling fair behaviour and promoting safety awareness at school and in play situations

The school is required to inform parents and caregivers of the content of the curriculum, as it deals with sensitive issues. If you have any issues or concerns, please contact the school or your child's teacher through the front office or on 64951266.

Yours sincerely

Michelle Hulme
Principal