

# Curriculum links – Stage 5

Australian Curriculum – Yr10 Physical Health and Education		NSW PDHPE Syllabus	
<b>Personal, Social and Community Health</b>		<b>Strand 1: Health, Wellbeing and Relationships</b>	
<b>Being Healthy, safe and active</b>		PD5-2: researches and appraises the effectiveness of health information and support services available in the community	PD5-9: assesses and applies self-management skills to effectively manage complex situations
ACPPS091 – Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or other’s health, safety and wellbeing may be at short or long term risk	ACCPS092 – Propose, practise and evaluate responses where external influences may impact on their ability to make healthy and safe life choices	<b>Strand 3: Healthy, Safe and Active Lifestyles</b>	
<b>Communicating and interacting for health and wellbeing</b>		PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
ACPPS094 – Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses	ACPPS095 – Critically analyse and apply health information from a range of sources to health decisions and situations	PD5-9: assesses and applies self-management skills to effectively manage complex situations	PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

# Curriculum links – Stage 6

Preliminary		HSC	
<b>Content</b>		<b>Content</b>	
8.1 – Better Health for Individuals examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.		9.1 – Health Priorities in Australia examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.	
<b>Outcomes</b>		9.2 – Factors Affecting Performance examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.	
<b>A student develops: knowledge and understanding of the factors that affect health</b>		9.3 – The Health of Young People is concerned with the health needs of young people. In this module, students examine the nature of young people’s lives and the developmental factors that significantly influence their health. They consider the health status of young people and examine a number of related health issues. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.	
P2 – A student explains how a range of health behaviours affect an individual’s health		<b>Outcomes</b>	
A student develops: a capacity to exercise influence over personal and community health outcomes		<b>A student develops: knowledge and understanding of the factors that affect health</b>	
P4 – A student evaluates aspects of health over which individuals can exert some control		H2 – A student analyses and explains the health status of Australians in terms of current trends and groups most at risk	
P5 – A student describes factors that contribute to effective health promotion	P6 – A student proposes actions that can improve and maintain an individual’s health	A student develops: a capacity to exercise influence over personal and community health outcomes	
<b>A student develops: an ability to apply the skills of critical thinking, research and analysis</b>		H5 – A student explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities	H6 – A student demonstrates a range of personal health skills that enables them to promote and maintain health
P15 – A student forms opinions about health-promoting actions based on a critical examination of relevant information	P16 – A student uses a range of sources to draw conclusions about health and physical activity concepts	<b>A student develops: an ability to apply the skills of critical thinking, research and analysis</b>	
P17 – A student analyses factors influencing movement and patterns of participation		H14 – A student argues the benefits of health-promoting actions and choices that promote social justice	H17 – A student selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
		H15 – A student critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all	

# Link to Life Ready

## Learning Contexts

- 01 Independence
- 02 Mental Health and Wellbeing
- 03 Relationships
- 05 Drugs and Alcohol
- 06 Safe Travel

**Live.Learn.Drive is aligned with the Life Ready principles.**

### Our program:

- Is an ongoing program that can be delivered across 6 lessons/units of work, to build on student knowledge and for maximum impact
- Utilises interactive teaching and learning approaches, with positioning activities, use of narrative, simulation videos, and opportunity for class discussion pre and post quiz.
- Is research-based, and therefore does not use shock tactics or fear. It offers recommendations for further reading. Our program empowers young people with the knowledge and skills to make their own safe driving decisions.

## Outcomes

1.2 – Critically evaluate services and resources to identify sources of reliable information and support	3.1 – Evaluate how contextual factors influence attitudes, values and behaviours
4.2 – Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives	5.1 – Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts
5.2 – Recognise and respond appropriately to situations which may be limiting or harmful to self and others	6.1 – Assess, adapt and apply skills to develop and maintain respectful relationships and successfully participate in education, work and community contexts
6.2 – Demonstrate behaviours that model positive values, beliefs and attitudes and promote inclusion and equity for self and others	7.3 – Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others