



International Education Agency of PNG

# Physical Education, Health and Personal Development Curriculum

Revised Edition – 2006

## Physical Education, Health and Personal Development: An Overview

The Physical Education, Health and Personal Development (PE, Health and PD) curriculum area covers a broad range of vitally important topics in the school curriculum. It is concerned with the promotion of healthy lifestyles in physical, emotional and social contexts.

The three aspects which make up the name of the curriculum area should not be regarded as separate. The movement strand which forms the core of physical education complements the understandings of self, others and relationships which are fundamental to personal development. Together they contribute much to personal and community health and well-being.

The main advantages of including PE, Health and PD in the curriculum can be easily identified:

- The development of an understanding of self, others and relationships has the potential to lead to safe, happy and harmonious communities. Children who learn skills in these areas will be better prepared to manage a range of complex interpersonal relationships
- The study of the multi-dimensional nature of health leads to an understanding of prevention and treatment of poor health and an ability to evaluate health care services and resources in a positive and constructive way. Since health is a fundamental need of all human beings, children who develop this integrated understanding will be valuable citizens in any context
- The promotion of physical activity and fitness in young people will contribute to lifelong health by improving cardiovascular efficiency and improving social skills and self-esteem. By involving children in regular physical activity at school, the seeds are sown for a lifetime of physical fitness and enjoyment
- The emphasis of personal responsibility and safety leads to understandings of the responsibility individuals have for their health and safety, that of their community, and the world. With relevant skills, this can be a powerful resource for positive change in homes, workplaces, communities and the global environment.

## PE Health PD and the Key Outcomes

*IEA schools will assist all children to:*

*... Be Self-Directing*

In PEHPD students learn how to interpret and cope with their emotions, how to integrate social values into their own lives and how to maintain good health. With this knowledge and its related skills, students are empowered to make appropriate decisions, and have an ability to act accordingly regarding major social issues including sexuality, substance abuse, peer pressure and conflict resolution. As a consequence, students are equipped to be able to determine and follow their own well considered courses of action when major life decisions need to be made.

*... Communicate Effectively*

The PEHPD curriculum explores a range of key social issues and students are empowered to participate more effectively in discussion around major community issues. They learn how relationships work, and how communities and individuals all must share responsibility for sound

mental and physical health. Students also have the chance to consider the way in which the media and advertising can at times encourage poor diet and behaviour. At the same time, the movement and physical aspects of the curriculum provide students with a new and creative repertoire of ways in which to communicate their own feelings.

*... Behave Ethically*

Much of the PEHPD curriculum is concerned with exploring major social issues such as community health, safety, the social implications of ill health, and the need for widespread community commitment to recreation and health. The curriculum also explores human relationships in some depth, further reinforcing the need to base relationships on a full range of ethical behaviours.

*... Work Collaboratively*

The PEHPD curriculum provides a wide range of opportunities for students to study human relationships at both personal and community levels. As part of this study students can develop an understanding of how groups of many types and sizes function effectively to achieve their goals. At the same time, the physical education aspect of the curriculum provides opportunities for students to work together as part of sporting teams, or through group productions in movement or gymnastics and gain from the satisfaction of contributing to a well practised team effort.

*... Analyse and Solve Problems*

The curriculum provides diverse opportunities for students to research some major social and environmental issues which relate to community health. Students need to explore a wide range of information sources to seek clarification of the health related problems which face communities both locally and globally. The curriculum also poses a number of personal problems to the students, including a range of moral dilemmas and a deep consideration of ways in which peer pressure and other social forces can lead to inappropriate behaviour.

## **PE Health PD in the PNG Context**

The daily life of Papua New Guineans is a collage of traditional and modern life. Rituals, taboos and ceremonial rites are interwoven in their lifestyle, interpersonal relationships and in finding ways of coping with the changes affecting them.

Traditional physical skills are essential for survival in most Papua New Guinean societies, given that most village communities have to contend with a variety of physical challenges presented by the highlands, the seas and the lowlands.

From an early age, the children learn certain body movements in order to perform different activities inherent in their cultures. Traditional dancing requires intricate movements of the body as does beating the kundu and throwing spears.

Most of these skills are learned through imitation of examples provided by elders and family members. Interpersonal relationships, family and community decision making and resolving of differences are guided by the tenets of the PNG Melanesian way.

The PNG Perspective in Health, PE and PD will be apparent when:

Teachers

- incorporate locally available resources, traditional PNG games, PNG foods and their inherent values, and relevant practices in PNG communities
- invite community elders and others as resource people
- recognise and appreciate the different cultures of PNG and those of others
- examine the impact of modern lifestyle and consumer goods upon different PNG communities

Students

- recognise and appreciate relevant aspects of PNG cultural practices in health, safety, food production and use, human development and interpersonal relationships
- are exposed to PNG sportspeople in various sporting areas
- take part in sporting and community activities.

## The PE Health PD Curriculum Strands

The PE, Health and PD curriculum has been divided into five broad strands. Each of these is developmental over the 5 levels. The strands provide a way of organising course content and student outcomes. They should not, however, be seen as being mutually exclusive. Development in each strand contributes to learning in the others. In many cases lessons and units of work will focus on several strands at the one time.

The five strands are:

### *Health of Individuals and Populations*

Concerned with

- the various dimensions of health
- community health needs and resources
- health services and products
- personal health plans
- environmental protection and its importance for health
- personal food intake
- the variety in human food intake and the reasons behind this
- nutritional value of various foods
- improving the nutritional value of the diet

### **Safety**

Concerned with

- hazards in the environment
- emergency procedures

- basic first aid

### **Human development**

Concerned with

- stages of human growth and development
- the roles of heredity and the environment in development
- personal behaviour and growth and development
- human sexuality, gender and related community attitudes in an international context

### **Human Relations**

Concerned with

- group performance
- human relationships
- codes of behaviour
- interpersonal relationships

### **Human Movement**

Concerned with

- skills in a variety of movements
- movement skills using a variety of equipment
- skills necessary for playing a variety of games
- development of game plans and tactics

## HEALTH OF INDIVIDUALS AND POPULATIONS

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<b>Level Outcomes</b>				
1.01 Identify a number of common health services and begin to develop an understanding of basic food groups	2.01 Understand that all community members have responsibility for general health and begin to think about what value people give various physical activities and diets	3.01 Consider the views of others regarding diet, exercise and fitness, and reshape their own views on these matters in response	14.0 Investigate, evaluate & describe health services in the community & the global environment	5.01 Consider physical and recreational activities to promote better health, diet and general fitness of particular groups and of the community in general
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Describe ways of caring for sick people including the activities of health care workers</li> <li>▪ Identify common ways of keeping healthy and things adverse to health</li> <li>▪ Identify special requirements some people have for keeping healthy</li> <li>▪ Identify a variety of foodstuffs and their sources</li> <li>▪ Describe and react to a variety of environments and the foods found there</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify major community health services and their purposes</li> <li>▪ Select appropriate products to maintain health</li> <li>▪ Identify various types of drugs available in the community</li> <li>▪ Identify foods that are enjoyed by particular cultural groups</li> <li>▪ Discuss the impact of geography on the foods eaten in particular areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe a variety of health services available within the community</li> <li>▪ Evaluate claims made by suppliers of health products and services</li> <li>▪ Classify various types of drugs</li> <li>Identify foods needed for health</li> <li>▪ Identify and evaluate physical aspects of the local environment which influence health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine major health bodies &amp; the equity of provision of their services to different groups</li> <li>▪ Recognise and discuss the role, accessibility and value of various medicines</li> <li>▪ Identify the risks and effects of drugs including tobacco &amp; alcohol</li> <li>▪ Analyse the nutritional value of a broad menu</li> <li>▪ Describe the health impact of changes in the global environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate standards of community health care</li> <li>▪ Identify the rights and responsibilities of consumers</li> <li>of health products and services</li> <li>▪ Devise ways of responding to peer pressure in the use of drugs, such as, tobacco, alcohol and betel nut</li> <li>▪ Plan an appropriate menu for school lunches and snacks</li> <li>▪ Identify organisations which protect health through environmental care</li> </ul>

## SAFETY

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
<b>Level Outcomes</b>									
1.02	Develop greater awareness of common hazards and their avoidance	2.02	Make more informed and safe decisions about their own behaviour	3.02	Become aware of the range of facilities and regulations the community develops to protect, provide for and care for its members	4.02	Evaluate advertising, the media, marketing and peer pressure to make decisions about appropriate responses for themselves and others regarding health and safety	5.02	Develop important understandings about smoking, drugs and alcohol and their effect on health and safety
<b>Contributing Outcomes</b>									
<ul style="list-style-type: none"> <li>▪ Describe equipment, rules and behaviours which allow for safe play</li> <li>▪ Identify actions which can be taken when feeling unsafe or threatened</li> <li>▪ Develop an awareness of basic first aid principles</li> <li>▪ Develop an awareness of safe &amp; unsafe aspects of different environments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate, evaluate &amp; describe health services in the community &amp; the global environment</li> <li>▪ Exhibit protective behaviours in unsafe interpersonal situations</li> <li>▪ Demonstrate basic first aid principles</li> <li>▪ Identify safe and unsafe aspects of different environments and describe appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify hazards in the environment and propose remedies</li> <li>▪ Identify threatening or emergency situations</li> <li>▪ Demonstrate basic life-saving principles</li> <li>▪ Identify major issues in occupational health and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify environmental threats posed by various recreational activities</li> <li>▪ Identify threatening or emergency situations and formulate appropriate action plans</li> <li>▪ Design basic survival strategies for land &amp; water</li> <li>▪ Demonstrate a sound knowledge of occupational health &amp; safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement and support safe physical and recreational activities in the community</li> <li>▪ Demonstrate the use of appropriate action plans in emergency situations</li> <li>▪ Demonstrate survival skills on land &amp; water when removed from normal support structures</li> <li>▪ Implement occupational health &amp; safety guidelines for physical activity</li> </ul>					

## HUMAN DEVELOPMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Level Outcomes</b>				
1.03 Become aware of growth and development, and realise that other people may be at different stages of development	2.03 Are more abstract in their understandings of how human development affects behaviour and begin to talk about sexual characteristics	3.03 Identify and sequence changes, differentiate between the development of males and females, and identify factors which affect growth	4.03 Develop a greater awareness of human sexuality and understandings which will form a framework of personal attitudes and beliefs regarding sexual behaviour	5.03 Integrate learning from science into their understandings about human development and consider both sides of the 'nature/nurture' arguments
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Describe their own growth</li> <li>▪ Describe physical changes which occur during exercise</li> <li>▪ Identify and discuss the changes of human aging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify growth &amp; development between individuals at different stages</li> <li>▪ Identify the physical affect of a variety of activities</li> <li>▪ Describe the characteristics of people at different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe personal changes which occur during puberty and use appropriate names for genitalia</li> <li>▪ Describe a variety of reasons that people choose particular physical activities</li> <li>▪ Begin to explore the different stages of growth of males and females</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the changes involved in growth and development and place these in sequence and describe the functions of sexual organs</li> <li>▪ Recognise and evaluate the physical activity achievements of others</li> <li>▪ Describe the consequences of different rates of growth and development and demonstrate skills needed to manage changes associated with puberty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate the impact of heredity and the environment on growth and development describe the role of hormones in sexual development and behaviour</li> <li>▪ Identify how perceptions of others are influenced by their personal achievements</li> <li>▪ Explain the roles and responsibilities of parents and extended families in the aging process</li> </ul>

## HUMAN RELATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
<b>Level Outcomes</b>									
1.04	Begin to develop an understanding of the skills required for working in groups and for developing and maintaining human relationships	2.04	Realise that the behaviour or performance of a group can be affected by the cultural and physical backgrounds of its members and understand group regulation through the setting of rules	3.04	Begin to understand the concepts of valuing self and others, developing protective behaviours and becoming a more effective group member	4.04	Understand the importance of different roles in group activities and the need for rules to ensure justice	5.04	Consider the ways in which physical maturation affects the emotions and relationships of self and others
<b>Contributing Outcomes</b>									
<ul style="list-style-type: none"> <li>▪ Describe their own inter-personal growth and begin to work in group situations</li> <li>▪ Describe activities which they like and dislike and discuss a variety of physical contacts describing how these make them feel</li> <li>▪ Consider reasons that people may be excluded from certain activities</li> <li>▪ Begin to appreciate that their family will have similarities and differences to the families of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe their effectiveness as a group member and how rules effect the harmony and performance of the group</li> <li>▪ Describe their feelings and emotions when they are involved in physical activities</li> <li>▪ Demonstrate a realistic understanding of personal strengths and limitations</li> <li>▪ Explain how culture and nationality influence the development of the individual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exhibit an awareness of the nature of interaction between group members and explore the impact of behaviour of individuals on group effectiveness</li> <li>▪ Identify and participate with enthusiasm in appropriate fitness activities</li> <li>▪ Distinguish between the expectations and ambitions of people</li> <li>▪ Discuss the roles of various factors in shaping different cultural and personal perceptions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore how the behaviour of individuals impacts on group effectiveness in their community and identify strategies to ensure group harmony</li> <li>▪ Develop an awareness that physical fitness contributes to a feeling of well-being</li> <li>▪ Develop strategies for managing expectations and strategies</li> <li>▪ Explain how personal and community practices reflect different beliefs or values about expressions of sexuality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore how the behaviour of individuals and groups impacts on the global community and develop strategies for managing change in relationships and group membership</li> <li>▪ Recognise the effect of the feelings of self &amp; others in physical activity</li> <li>▪ Implement strategies for managing expectations and ambitions</li> <li>▪ Explore the effect of context on personal values, attitudes, beliefs and behaviours</li> </ul>					

## HUMAN MOVEMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
<b>Level Outcomes</b>									
1.05	Become aware of the ways their bodies move and coordinate basic movements, on land and in the water, with and without equipment	2.05	Become more controlled and complex in physical movement although still tend towards refinement of basic skills	3.05	Develop sophisticated skills in sequencing a variety of movements and work confidently with different pieces of equipment	4.05	Coordinate with others in games which use strategies and team efforts and are able to explore specific behaviours and activities designed to meet fitness, health and exercise needs	5.05	Can fine-tune and develop greater complexity to improve personal performance in more difficult sport, dance and gymnastics movements
<b>Contributing Outcomes</b>									
<ul style="list-style-type: none"> <li>▪ Develop confidence in and around water</li> <li>▪ Move in a variety of ways using different parts of the body and in response to different stimuli</li> <li>▪ Demonstrate coordination with the use of equipment such as balls, hoops and ropes</li> <li>▪ Identify &amp; participate in basic games</li> <li>▪ Identify and participate in basic track &amp; field events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move through and under chest deep water in a variety of ways</li> <li>▪ Perform a simple sequence of movements</li> <li>▪ Demonstrate basic techniques when throwing and catching, rolling, stopping, dribbling and bouncing</li> <li>▪ Demonstrate basic games skills</li> <li>▪ Demonstrate basic track &amp; field skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate sophisticated movement confidently in water of any depth</li> <li>▪ Demonstrate control in basic rolls, balance, jumping and landing</li> <li>▪ Explain how level of skill can influence participation in physical activity</li> <li>▪ Demonstrate an increasing refinement of games skills</li> <li>▪ Demonstrate more advanced track &amp; field skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swim on front, back and side over an extended distance using appropriate kicking and stroke patterns</li> <li>▪ Link a variety of different movements into controlled sequences</li> <li>▪ Demonstrate advanced skills in physical activity</li> <li>▪ Become aware of the effect of strategies in games</li> <li>▪ Demonstrate increasing requirements for track &amp; field skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate proficient stroke mastery in swimming</li> <li>▪ Perform smooth and continuous combinations of complex movements</li> <li>▪ Achieve a mastery of skills &amp; techniques required for physical activity</li> <li>▪ Implement complex strategies in games</li> <li>▪ Demonstrate variations of advanced techniques for improving personal physical performance in track and field</li> </ul>					

## Level 1

HEALTH OF INDIVIDUALS AND POPULATIONS	SAFETY	HUMAN DEVELOPMENT	HUMAN RELATIONS	HUMAN MOVEMENT
<b>Level Outcomes</b>				
1.01 Identify a number of common health services and begin to develop an understanding of basic food groups	1.02 Develop greater awareness of common hazards and their avoidance	1.03 Become aware of growth and development, and realise that other people may be at different stages of development	1.04 Begin to develop an understanding of the skills required for working in groups and for developing and maintaining human relationships	1.05 Become aware of the ways their bodies move and coordinate basic movements, on land and in the water, with and without equipment
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Describe ways of caring for sick people including the activities of health care workers</li> <li>▪ Identify common ways of keeping healthy and things adverse to health</li> <li>▪ Identify special requirements some people have for keeping healthy</li> <li>▪ Identify a variety of foodstuffs and their sources</li> <li>▪ Describe and react to a variety of environments and the foods found there</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe equipment, rules and behaviours which allow for safe play</li> <li>▪ Identify actions which can be taken when feeling unsafe or threatened</li> <li>▪ Develop an awareness of basic first aid principles</li> <li>▪ Develop an awareness of safe &amp; unsafe aspects of different environments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe their own growth</li> <li>▪ Describe physical changes which occur during exercise</li> <li>▪ Identify and discuss the changes of human aging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe their own inter-personal growth and begin to work in group situations</li> <li>▪ Describe activities which they like and dislike and discuss a variety of physical contacts describing how these make them feel</li> <li>▪ Consider reasons that people may be excluded from certain activities</li> <li>▪ Begin to appreciate that their family will have similarities and differences to the families of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop confidence in and around water</li> <li>▪ Move in a variety of ways using different parts of the body and in response to different stimuli</li> <li>▪ Demonstrate coordination with the use of equipment such as balls, hoops and ropes</li> <li>▪ Identify &amp; participate in basic games</li> <li>▪ Identify and participate in basic track &amp; field events</li> </ul>

## Level 2

HEALTH OF INDIVIDUALS AND POPULATIONS	SAFETY	HUMAN DEVELOPMENT	HUMAN RELATIONS	HUMAN MOVEMENT
<b>Level Outcomes</b>				
2.01 Understand that all community members have responsibility for general health and begin to think about what value people give various physical activities and diets	2.02 Make more informed and safe decisions about their own behaviour	2.03 Are more abstract in their understandings of how human development affects behaviour and begin to talk about sexual characteristics	2.04 Realise that the behaviour or performance of a group can be affected by the cultural and physical backgrounds of its members and understand group regulation through the setting of rules	2.05 Become more controlled and complex in physical movement although still tend towards refinement of basic skills
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Identify major community health services and their purposes</li> <li>▪ Select appropriate products to maintain health</li> <li>▪ Identify various types of drugs available in the community</li> <li>▪ Identify foods that are enjoyed by particular cultural groups</li> <li>▪ Discuss the impact of geography on the foods eaten in particular areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate, evaluate &amp; describe health services in the community &amp; the global environment</li> <li>▪ Exhibit protective behaviours in unsafe interpersonal situations</li> <li>▪ Demonstrate basic first aid principles</li> <li>▪ Identify safe and unsafe aspects of different environments and describe appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify growth &amp; development between individuals at different stages</li> <li>▪ Identify the physical affect of a variety of activities</li> <li>▪ Describe the characteristics of people at different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe their effectiveness as a group member and how rules effect the harmony and performance of the group</li> <li>▪ Describe their feelings and emotions when they are involved in physical activities</li> <li>▪ Demonstrate a realistic understanding of personal strengths and limitations</li> <li>▪ Explain how culture and nationality influence the development of the individual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move through and under chest deep water in a variety of ways</li> <li>▪ Perform a simple sequence of movements</li> <li>▪ Demonstrate basic techniques when throwing and catching, rolling, stopping, dribbling and bouncing</li> <li>▪ Demonstrate basic games skills</li> <li>▪ Demonstrate basic track &amp; field skills</li> </ul>

### Level 3

HEALTH OF INDIVIDUALS AND POPULATIONS	SAFETY	HUMAN DEVELOPMENT	HUMAN RELATIONS	HUMAN MOVEMENT
<b>Level Outcomes</b>				
3.01 Consider the views of others regarding diet, exercise and fitness, and reshape their own views on these matters in response	3.02 Become aware of the range of facilities and regulations the community develops to protect, provide for and care for its members	3.03 Identify and sequence changes, differentiate between the development of males and females, and identify factors which affect growth	3.04 Begin to understand the concepts of valuing self and others, developing protective behaviours and becoming a more effective group member	3.05 Develop sophisticated skills in sequencing a variety of movements and work confidently with different pieces of equipment
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Describe a variety of health services available within the community</li> <li>▪ Evaluate claims made by suppliers of health products and services</li> <li>▪ Classify various types of drugs</li> <li>▪ Identify foods needed for health</li> <li>▪ Identify and evaluate physical aspects of the local environment which influence health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify hazards in the environment and propose remedies</li> <li>▪ Identify threatening or emergency situations</li> <li>▪ Demonstrate basic life-saving principles</li> <li>▪ Identify major issues in occupational health and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe personal changes which occur during puberty and use appropriate names for genitalia</li> <li>▪ Describe a variety of reasons that people choose particular physical activities</li> <li>▪ Begin to explore the different stages of growth of males and females</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exhibit an awareness of the nature of interaction between group members and explore the impact of behaviour of individuals on group effectiveness</li> <li>▪ Identify and participate with enthusiasm in appropriate fitness activities</li> <li>▪ Distinguish between the expectations and ambitions of people</li> <li>▪ Discuss the roles of various factors in shaping different cultural and personal perceptions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate sophisticated movement confidently in water of any depth</li> <li>▪ Demonstrate control in basic rolls, balance, jumping and landing</li> <li>▪ Explain how level of skill can influence participation in physical activity</li> <li>▪ Demonstrate an increasing refinement of games skills</li> <li>▪ Demonstrate more advanced track &amp; field skills</li> </ul>

## Level 4

HEALTH OF INDIVIDUALS AND POPULATIONS	SAFETY	HUMAN DEVELOPMENT	HUMAN RELATIONS	HUMAN MOVEMENT
<b>Level Outcomes</b>				
4.01 Investigate, evaluate & describe health services in the community & the global environment	4.02 Evaluate advertising, the media, marketing and peer pressure to make decisions about appropriate responses for themselves and others regarding health and safety	4.03 Develop a greater awareness of human sexuality and understandings which will form a framework of personal attitudes and beliefs regarding sexual behaviour	4.04 Understand the importance of different roles in group activities and the need for rules to ensure justice	4.05 Can coordinate with others in games which use strategies and team efforts and are able to explore specific behaviours and activities designed to meet fitness, health and exercise needs
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Examine major health bodies &amp; the equity of provision of their services to different groups</li> <li>▪ Recognise and discuss the role, accessibility and value of various medicines</li> <li>▪ Identify the risks and effects of drugs including tobacco &amp; alcohol</li> <li>▪ Analyse the nutritional value of a broad menu</li> <li>▪ Describe the health impact of changes in the global environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify environmental threats posed by various recreational activities</li> <li>▪ Identify threatening or emergency situations and formulate appropriate action plans</li> <li>▪ Design basic survival strategies for land &amp; water</li> <li>▪ Demonstrate a sound knowledge of occupational health &amp; safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the changes involved in growth and development and place these in sequence and describe the functions of sexual organs</li> <li>▪ Recognise and evaluate the physical activity achievements of others</li> <li>▪ Describe the consequences of different rates of growth and development and demonstrate skills needed to manage changes associated with puberty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore how the behaviour of individuals impacts on group effectiveness in their community and Identify strategies to ensure group harmony</li> <li>▪ Develop an awareness that physical fitness contributes to a feeling of well-being</li> <li>▪ Develop strategies for managing expectations and strategies</li> <li>▪ Explain how personal and community practices reflect different beliefs or values about expressions of sexuality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swim on front, back and side over an extended distance using appropriate kicking and stroke patterns</li> <li>▪ Link a variety of different movements into controlled sequences</li> <li>▪ Demonstrate advanced skills In physical activity</li> <li>▪ Become aware of the effect of strategies in games</li> <li>▪ Demonstrate increasing requirements for track &amp; field skills</li> </ul>

## Level 5

HEALTH OF INDIVIDUALS AND POPULATIONS	SAFETY	HUMAN DEVELOPMENT	HUMAN RELATIONS	HUMAN MOVEMENT
<b>Level Outcomes</b>				
5.01 Consider physical and recreational activities to promote better health, diet and general fitness of particular groups and of the community in general	5.02 Develop important understandings about smoking, drugs and alcohol and their effect on health and safety	5.03 Integrate learning from science into their understandings about human development and consider both sides of the 'nature/nurture' arguments	5.04 Consider the ways in which physical maturation affects the emotions and relationships of self and others	5.05 Can fine-tune and develop greater complexity to improve personal performance in more difficult sport, dance and gymnastics movements
<b>Contributing Outcomes</b>				
<ul style="list-style-type: none"> <li>▪ Evaluate standards of community health care</li> <li>▪ Identify the rights and responsibilities of consumers</li> <li>▪ of health products and services</li> <li>▪ Devise ways of responding to peer pressure in the use of drugs, such as, tobacco, alcohol and betel nut</li> <li>▪ Plan an appropriate menu for school lunches and snacks</li> <li>▪ Identify organisations which protect health through environmental care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement and support safe physical and recreational activities in the community</li> <li>▪ Demonstrate the use of appropriate action plans in emergency situations</li> <li>▪ Demonstrate survival skills on land &amp; water when removed from normal support structures</li> <li>▪ Implement occupational health &amp; safety guidelines for physical activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate the impact of heredity and the environment on growth and development describe the role of hormones in sexual development and behaviour</li> <li>▪ Identify how perceptions of others are influenced by their personal achievements</li> <li>▪ Explain the roles and responsibilities of parents and extended families in the aging process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore how the behaviour of individuals and groups impacts on the global community and develop strategies for managing change in relationships and group membership</li> <li>▪ Recognise the effect of the feelings of self &amp; others in physical activity</li> <li>▪ Implement strategies for managing expectations and ambitions</li> <li>▪ Explore the effect of context on personal values, attitudes, beliefs and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate proficient stroke mastery in swimming</li> <li>▪ Perform smooth and continuous combinations of complex movements</li> <li>▪ Achieve a mastery of skills &amp; techniques required for physical activity</li> <li>▪ Implement complex strategies in games</li> <li>▪ Demonstrate variations of advanced techniques for improving personal physical performance in track and field</li> </ul>

## Teaching and Learning in PE / Health / PD

There has often been a tendency to regard PE / Health / PD as a discrete curriculum area which cannot be readily integrated into other parts of the curriculum. In reality, many opportunities exist to allow students to see the relationships between this curriculum and other areas. Obvious relationships exist between the Movement strand and the Arts curriculum, and between strands which have a clear social context in the Society and Environment curriculum.

There are also many opportunities for integration of the physical education, human development and sport aspects with the Science and Mathematics curricula.

It should be noted that a number of highly sensitive issues are covered in the PE Health PD curriculum. These issues are closely associated with the values, beliefs and cultural identities of students, their families and communities. The school has a responsibility to ensure that these issues are handled carefully in the classroom. Close liaison with parents and the community will ensure that no major problems develop.

In particular, the discussion of sexuality in any society can raise many questions. Individual schools must make decisions on the timing and implementation of programs related to sexuality based on their assessment of local and community needs and attitudes and with regard to local cultural conventions.

The nature of this area of the curriculum requires a considerable amount of physical activity. Every effort must be made to provide all students with every possible opportunity to participate fully in these activities which must be conducted within the system and school determined child protection, and health and safety policy parameters. In the case of disabled students, considerable care must be taken to assess precisely how the student can be involved. Consultation with parents, other teachers, therapists and, if appropriate, the child's doctors, can be invaluable. Above all, it is vital that students do not feel left out and consequently lose interest.

The school needs to assess programs, resources available and, if possible, make appropriate adjustments. It is important that specialised areas of activity such as gymnastics and swimming must not be tried without the support of experienced and knowledgeable staff.