Syllabus outcomes guide

This document supports teachers during the planning and programming process by providing guidance of how to match syllabus outcomes to key inquiry questions (KIQ) and the content under each KIQ from the PDHPE K-10 syllabus ([PDHPE K-10 Syllabus](http://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=)© 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Syllabus structure

Each stage of learning contains 9 key inquiry questions. There are 3 KIQ’s for each of the three syllabus strands:

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

Teachers must plan, program, teach and assess all 11 syllabus outcomes in every stage of learning. There are two types of syllabus outcomes:

* Outcomes1-8 are knowledge and understanding outcomes
* Outcomes 9-11 are skill outcomes.

At the beginning of each syllabus strand there are relevant outcomes and key inquiry questions listed. Content is then listed under each of the key inquiry questions but is not directly aligned to the outcomes.

## Using the syllabus outcomes guide

The following tables support teachers during planning and programming to select the most appropriate syllabus outcome based on the key inquiry question and/or content they have chosen.

Schools may consider the following advice when selecting syllabus outcomes. A unit of learning should:

* include outcomes that address both knowledge and understanding (outcomes 1-8) and skills (outcomes 9-11).
* not focus on skill outcomes alone (outcomes 9-11).

Selection of skill outcomes (outcomes 9-11) will need to consider the focus of the intended unit of learning being created.

The outcomes that have been selected in the tables below are presented in an order that represents the strongest alignment to content. When more than one outcome is shown to align with a key inquiry question, teachers should evaluate the content they have chosen for their unit of learning and its intended focus to select the most appropriate outcome/s.

## **Early Stage 1**

### Strand – Health, wellbeing and relationships

|  |  |  |
| --- | --- | --- |
| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| What makes me unique? | **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-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-10** uses interpersonal skills to effectively interact with others |
| How do we grow? | **PDe-1** identifies who they are and how people grow and change | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-10** uses interpersonal skills to effectively interact with others |
| How can we care for and include each other? | **PDe-3** communicates ways to be caring, inclusive and respectful of others | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-10** uses interpersonal skills to effectively interact with others |

## Strand – Movement skill and performance

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| --- | --- | --- |
| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How do we move our bodies? | **PDe-4** practises and demonstrates movement skills and sequences using different body parts | **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people  **PDe-10** uses interpersonal skills to effectively interact with others |
| How can we solve problems when moving? | **PDe-5** explores possible solutions to movement challenges through participation in a range of activities | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people |
| How do we participate with others when we are active? | **PDe-4** practises and demonstrates movement skills and sequences using different body parts | **PDe-10** uses interpersonal skills to effectively interact with others  **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people |

### Strand – Healthy, safe and active lifestyles

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| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| What choices can help to make me safe, supported and active? | **PDe-8** explores how regular physical activity keeps individuals healthy  **PDe-2** identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-10** uses interpersonal skills to effectively interact with others  **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people |
| What helps us to stay healthy and safe? | **PDe-7** identifies actions that promote health, safety, wellbeing and physically active spaces  **PDe-2** identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-10** uses interpersonal skills to effectively interact with others  **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people |
| How do we make healthy and safe choices in different situations? | **PDe-2** identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe  **PDe-6** explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity | **PDe-9** practises self-management skills in familiar and unfamiliar scenarios  **PDe-10** uses interpersonal skills to effectively interact with others  **PDe-11** demonstrates how the body moves in relation to space, time, objects, effort and people |

## **Stage 1**

### Strand – Health, wellbeing and relationships

|  |  |  |
| --- | --- | --- |
| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How does my uniqueness shape who I am? | **PD1-2** recognises and describes strategies people can use to feel comfortable, resilient and safe in situations  **PD1-1** describes the qualities and characteristics that make them similar and different to others | **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 |
| How do we grow and change over time? | **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 | **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong  **PD1-9** demonstrates self-management skills in taking responsibility for their own actions |
| How can we be inclusive and respectful? | **PD1-3** recognises and describes the qualities that enhance inclusive and respectful relationships | **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong  **PD1-9** demonstrates self-management skills in taking responsibility for their own actions |

### Strand – Movement skill and performance

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| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| What are the different ways we can move our body? | **PD1-4** performs movement skills in a variety of sequences and situations | **PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences |
| How can we move and improve our involvement in physical activity? | **PD1-5** proposes a range of alternatives to solve movement challenges through participation in a range of activities  **PD1-4** performs movement skills in a variety of sequences and situations | **PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences  **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 |
| How can we participate safely and fairly during physical activity? | **PD1-4** performs movement skills in a variety of sequences and situations | **PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences  **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong  **PD1-9** demonstrates self-management skills in taking responsibility for their own actions |

### Strand – Healthy, safe and active lifestyles

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| --- | --- | --- |
| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How can I be responsible for my own, and others health, safety and wellbeing? | **PD1-2** recognises and describes strategies people can use to feel comfortable, resilient and safe in situations  **PD1-8** participates in a range of opportunities that promote physical activity | **PD1-9** demonstrates self-management skills in taking responsibility for their own actions |
| How can I act to help make my environments healthy, safe and active? | **PD1-7** explores actions that help make home and school healthy, safe and physically active spaces  **PD1-2** recognises and describes strategies people can use to feel comfortable, resilient and safe in situations  **PD1-8** participates in a range of opportunities that promote physical activity | **PD1-10** describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong  **PD1-9** demonstrates self-management skills in taking responsibility for their own actions |
| What influences my decisions and actions to be healthy, safe and physically active? | **PD1-6** understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity | **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 |

## **Stage 2**

### Strand – Health, wellbeing and relationships

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| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How does who I am influence others? | **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe  **PD2-1** explores strategies to manage physical, social and emotional change | **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 |
| How can we manage change? | **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 | **PD2-9** 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 |
| Why are empathy, inclusion and respect important in our relationships? | **PD2-3** explains how empathy, inclusion and respect can positively influence relationships | **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations  **PD2-9** demonstrates self-management skills to respond to their own and others’ actions |

### Strand – Movement skill and performance

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| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How can we move our bodies to perform skills in different ways? | **PD2-4** performs and refines movement skills in a variety of sequences and situations | **PD2-11** combines movement skills and concepts to effectively create and perform movement sequences |
| How can we demonstrate our understanding of movement to solve challenges? | **PD2-5** applies strategies to solve movement challenges  **PD2-4** performs and refines movement skills in a variety of sequences and situations | **PD2-9** demonstrates self-management skills to respond to their own and others’ actions  **PD2-11** combines movement skills and concepts to effectively create and perform movement sequences  **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations |
| How can we include others in physical activity? | **PD2-5** applies strategies to solve movement challenges | **PD2-10** demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations  **PD2-11** combines movement skills and concepts to effectively create and perform movement sequences  **PD2-9** demonstrates self-management skills to respond to their own and others’ actions |

### Strand – Healthy, safe and active lifestyles

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| --- | --- | --- |
| Key Inquiry Question | Knowledge and understanding outcomes | Skill outcomes |
| How can I contribute to promote healthy, safe and active communities? | **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe  **PD2-7** describes strategies to make home and school healthy, safe and physically active spaces  **PD2-8** investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing | **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 |
| How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity? | **PD2-8** investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing  **PD2-7** describes strategies to make home and school healthy, safe and physically active spaces  **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe | **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 |
| What skills and strategies do we need to be healthy, safe and empowered? | **PD2-6** describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity  **PD2-2** explains and uses strategies to develop resilience and to make them feel comfortable and safe | **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 |

## **Stage 3**

### Strand – Health, wellbeing and relationships

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| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How does my uniqueness change over time? | **PD3-1** identifies and applies strengths and strategies to manage life changes and transitions | **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 |
| How can I manage transitions and challenges? | **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 | **PD3-9** applies and adapts self-management skills to respond to personal and group situations |
| How do empathy, inclusion and respect have an impact on myself and others? | **PD3-3** evaluates the impact of empathy, inclusion and respect on themselves and others  **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | **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 |

### Strand – Movement skill and performance

|  |  |  |
| --- | --- | --- |
| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How can we adapt and perform movement skills in different situations? | **PD3-4** adapts movement skills in a variety of physical activity contexts | **PD3-11** selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences |
| How can we use strategies and tactics to create solutions to movement challenges? | **PD3-5** proposes, applies and assesses solutions to movement challenges  **PD3-4** adapts movement skills in a variety of physical activity contexts | **PD3-9** applies and adapts self-management skills to respond to personal and group situations  **PD3-11** selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences  **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections |
| How can we work with others to build positive relationships during physical activity? | **PD3-5** proposes, applies and assesses solutions to movement challenges | **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections  **PD3-11** selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences  **PD3-9** applies and adapts self-management skills to respond to personal and group situations |

### Strand – Healthy, safe and active lifestyles

|  |  |  |
| --- | --- | --- |
| Key inquiry question | Knowledge and understanding outcomes | Skill outcomes |
| How responsible am I for my own and others health, safety and wellbeing? | **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others  **PD3-8** creates and participates in physical activities to promote healthy and active lifestyles  **PD3-6** distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | **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 |
| What actions positively influence the health, safety and wellbeing of my community? | **PD3-7** proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces  **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others  **PD3-8** creates and participates in physical activities to promote healthy and active lifestyles | **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 |
| How does a healthy safe and active lifestyle enhance connection with others? | **PD3-6** distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable  **PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections  **PD3-9** applies and adapts self-management skills to respond to personal and group situations |