K-6 PDHPE policy and guideline advice

This advice outlines school requirements in relation to NSW Department of Education policies and how they may impact whole school PDHPE planning, programming and assessment. Mapping documents have been created to further support the teaching and learning of relevant syllabus content.

## Curriculum planning and programming, assessing and reporting to parents K-12

The Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy [education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12](https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12) and Policy Standards [education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf](https://education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf) detail how schools plan curriculum and teaching programs including assessment and reporting to parents.

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| Curriculum planning and programming:  1.1.1 Schools plan curriculum and develop teaching programs which are consistent with the Education Act and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.  1.1.2 Curriculum planning and teaching programs will meet the Policy Standards [education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf](https://education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf)  1.1.3 Teaching programs will incorporate assessment as an integral component.  1.1.4 Teaching programs will indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies. | * Schools must deliver all 6 key learning areas weekly as identified by the NSW Education Act (1990). These are: * English, mathematics, science and technology, HSIE (history and geography), PDHPE and creative arts * To meet the requirements of the Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy and NESA’s Registration process for the NSW government schooling manual [educationstandards.nsw.edu.au/wps/wcm/connect/d7e0a4fe-7123-467d-9331-df7302abad5c/registration-process-for-the-nsw-government-schooling-system-manual.pdf?MOD=AJPERES&CVID=](https://educationstandards.nsw.edu.au/wps/wcm/connect/d7e0a4fe-7123-467d-9331-df7302abad5c/registration-process-for-the-nsw-government-schooling-system-manual.pdf?MOD=AJPERES&CVID=) evidence to be maintained by the school includes * timetables for each year/class showing the allocation of time and teachers for each KLA * an overview of the school’s educational program indicating:   ˗ the scope and sequence of learning/units of work in relation to NESA syllabus outcomes for each stage of learning.  - resources and equipment available for each KLA   * an assessment plan indicating how students’ performance in each KLA is assessed, monitored and recorded * an overview of the process for reporting student achievement * for each year/class:   ˗ teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work for that year  ˗ samples of student work that relate to the teaching program for that year |
| Policy Standards for Curriculum Planning and Programming –   * 1.1 Years K-6   Learning programs, based on NESA syllabuses, are to be provided to address each learning area in each year of schooling.  Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:   * + approximately 50% of time is allocated for English and mathematics and 40% of time for the other KLAs and sport   + as part of the 40% allocation, schools are to include 150 minutes per week for planned physical activity, including a minimum of one hour for sport in Years 3 - 6 | * NESA curriculum requirements and time allocation guidelines recommend 6-10% of teaching time in a typical week is PDHPE. This equates to 1.5-2.5 hours a week (90-150 minutes of PDHPE). * In PDHPE, equal emphasis should be placed on health and physical education concepts. The 150 minutes of planned physical activity can include physical education and sport. * Sport is classified within the ‘additional activities’ category. The allocation for 'additional activities' provides flexibility for schools to incorporate activities reflective of their context and ethos. These activities may include sport, assemblies, Special Religious Education, Special Education in Ethics and any additional programs. |

## Controversial Issues in Schools Policy

The department’s Controversial Issues in Schools Policy and Implementation procedures [education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools](https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) provide direction for the management of controversial issues in schools, including child protection and wellbeing.

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| **1.1**The study of controversial issues is acceptable for educational purposes consistent with the delivery of curriculum and provision of school programs and activities.  **1.2** School staff will manage controversial issues that may arise in the curriculum, school programs and activities, including in material used in the school or on excursions. | * The school has a responsibility to inform parents, prior to the occasion, of the specific details of the program, so that parents have time to exercise their rights of withdrawing their child from a particular session on certain controversial issues. In this regard, a parent’s wish must be respected. Sample letters are available on the PDHPE webpage [education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication) * Legislation passed in 2009 for ‘Keep Them Safe: A shared approach to child wellbeing’ stipulates that all NSW agencies which provide services to children, young people and their families, or whose staff come into contact with children and young people in the course of their work, are considered to have a particular role in protecting children and young people from harm. |

## Child Protection Policy

The child protection policy [education.nsw.gov.au/policy-library/policies/child-protection-policy-responding-to-and-reporting-students-at-risk-of-harm](https://education.nsw.gov.au/policy-library/policies/child-protection-policy-responding-to-and-reporting-students-at-risk-of-harm) sets out roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| 1.1 Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk.  **1.2**All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people.  **1.3**Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision making and delivery of services. | * Child protection education is required to be taught in every stage of learning from Kindergarten to Year 10 as part of personal development, health and physical education. * The NSW Department of Education child protection education: curriculum materials to support teaching and learning in PDHPE have been updated to align to syllabus outcomes and content within the PDHPE K-10 Syllabus <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education> |

Note: The Child Protection policy is currently under review.

## Drugs in Schools Policy

The Drugs in Schools Policy [education.nsw.gov.au/policy-library/policies/drugs-in-schools-policy](https://education.nsw.gov.au/policy-library/policies/drugs-in-schools-policy) sets out requirements for schools to plan and implement appropriate responses to drug related incidents, with an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be involved.

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| All members of the school community have a responsibility for educating students about drug use, protective strategies and building skills to make effective decisions now and in the future.  Drug education in NSW government schools fact sheet  [schoolsequella.det.nsw.edu.au/file/068c83a6-8162-4cd0-a11b-d1a8be9e05fb/1/drug\_ed\_fs.pdf](https://schoolsequella.det.nsw.edu.au/file/068c83a6-8162-4cd0-a11b-d1a8be9e05fb/1/drug_ed_fs.pdf) | * Age appropriate drug education forms a part of the mandatory K-10 personal development, health and physical education (PDHPE) curriculum. * Schools should refer to the drug education mapping documents  [<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1-to-stage-3/policy-and-programming-requirements>](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/policy-and-programming-requirements) to identify specific syllabus content that addresses drug education. * The mandatory K-10 PDHPE Syllabus provides:   1. age appropriate drug education   2. the evidence based guidance for age appropriate content   3. a focus on the drugs to which young people are most likely to be exposed to. In K-6 this includes medications, tobacco, alcohol and cannabis. * In Kindergarten to Year 2 students learn to identify items not to be shared to keep others safe, people who influence their health decisions and how to contact emergency services if there is an accident at home. * In Years 3 to 6, students identify medical conditions that influence personal choices, describe why people use drugs for medical and non-medical reasons, describe the effects of tobacco and alcohol on physical and mental health and demonstrate refusal skills to enhance own health. Students evaluate the reliability of health information and messages from different sources before making decisions. |

## Road Safety Education, Driver Education and Training Policy

The Road Safety Education, Driver Education and Training Policy [education.nsw.gov.au/policy-library/policies/road-safety-education-driver-education-and-training-policy](https://education.nsw.gov.au/policy-library/policies/road-safety-education-driver-education-and-training-policy) is designed to support effective road safety education programs in NSW public schools K-12.

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| 1.1 Effective road safety education programs will be taught in each stage of learning (K-10) as part of personal development, health and physical education (PDHPE) syllabuses and the Stage 6 ‘Life Ready’ course.  4.1.1 It is the responsibility of school staff to: ensure that road safety is taught as part of the personal development, health and physical education key learning area within each stage of learning and the Stage 6 ‘Life Ready’ course. | * Road safety education is required to be taught in every stage of learning from Kindergarten to Year 10 as part of personal development, health and physical education. * Schools should refer to the road safety education mapping documents  [<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1-to-stage-3/policy-and-programming-requirements>](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/policy-and-programming-requirements) to identify specific syllabus content that addresses road safety education. |

## Sport and Physical Activity Policy

The Sport and Physical Education Policy[education.nsw.gov.au/policy-library/policies/sport-and-physical-activity-policy outlines the requirements related to mandatory weekly participation in sport and sport and physical activity for schools and their students. This includes the identification of local procedures that support the planning and delivery of high quality and safe sport and physical activity programs](https://education.nsw.gov.au/policy-library/policies/sport-and-physical-activity-policy)

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| Requirements related to mandatory weekly allocation of physical activity  1.4 Students in K-10 participate in a minimum of 150 minutes of planned moderate with some vigorous physical activity across the school week. This time includes planned weekly sport. | * Sport and PE can both contribute towards the 150 minutes of planned weekly physical activity. For example:   + A school provides one 45 minute PE lesson a week plus one 60 minute sport session per week. This would equate to 105 minutes of planned physical activity. The school would still need to provide an additional 45 minutes of planned physical activity per week to meet the requirement of 150 minutes of planned physical activity. * A school may choose to provide additional planned physical activity through the following:   + additional PE lessons   + longer PE lessons   + longer sport sessions   + integrated lessons with another KLA   + class energisers. * Schools can’t include one-off events such as an athletics carnival or optional opportunities for students such as a lunch-time sport competition as part of their 150 minute weekly allocation. |

## Sport safety guidelines

Refer to the sport safety guidelines <https://app.education.nsw.gov.au/sport/Page/1114> to assist you in developing appropriate risk assessments for sport and physical activity.

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| Guideline requirements | Implications for whole-school planning, programming, assessment and reporting |
| It is a requirement that the information contained in Requirement for all sport and physical activity [app.education.nsw.gov.au/sport/File/1449](file:///C:\Users\jandrew5\Downloads\app.education.nsw.gov.au\sport\File\1449)be addressed when considering the sport and physical activities being offered in school programs. | * In addition to the Requirements for all sport and physical activity <https://app.education.nsw.gov.au/sport/File/1449> must be complied with for specific sports, including school sport, school excursions, physical education lessons or any other school sponsored occasion. * The safe conditions must not be varied unless experts in the particular sport or activity advise accordingly. * The department and its staff have a duty to take reasonable care for the safety and welfare of themselves and others. This duty includes assessing and appropriately managing any and all foreseeable risks of an activity. * If no safe conduct guidelines exist for a sport or activity, the principal must comply with the Principal endorsed activity procedures on the Health and safety website. |

## Nutrition in Schools Policy

The Nutrition in Schools Policy [education.nsw.gov.au/policy-library/policies/nutrition-in-schools-policy](https://education.nsw.gov.au/policy-library/policies/nutrition-in-schools-policy) states that all schools should promote healthy eating and good nutrition.

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| Policy requirements | Implications for whole-school planning, programming, assessment and reporting |
| 1.1 Healthy eating and good nutrition should be promoted in all school activities and programs which involve food and drinks.  1.2 The teaching of nutrition education is part of the personal development, health and physical education (PDHPE) key learning area and is mandatory for all students from Kindergarten to Year 10. Teaching and learning and class activities in other key learning areas should reinforce healthy eating and good nutrition wherever possible. | * It is important to take a whole-school approach to nutrition education where schools, parents, carers and communities work together to create a supportive environment for students. This includes PDHPE, the main curriculum context for nutrition education. |

## Sun Safety for Students Guidelines

The Sun Safety for Students Guidelines education.nsw.gov.au/student-wellbeing/health-and-physical-care/media/documents/sun-sense/sun-safety-guidelines.doc support the Student Health in NSW Public Schools: A summary and consolidation of policy [education.nsw.gov.au/policy-library/policies/student-health-in-nsw-public-schools-a-summary-and-consolidation-of-policy](https://education.nsw.gov.au/policy-library/policies/student-health-in-nsw-public-schools-a-summary-and-consolidation-of-policy) and is designed to be read in conjunction with the student health section of the Department’s public schools website.

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| Guideline requirements | Implications for whole-school planning, programming, assessment and reporting |
| The Sun Safety for students requires schools to implement practices related to student health that comply with the NSW Work Health and Safety Act 2011 (WHS Act) and that demonstrate a commitment to collaboration with parents to support the wellbeing of students. | * Schools have a responsibility to provide a safe environment for students, including providing adequate protection from the sun. * The school curriculum and preschool curriculum framework include intentional teaching about the need for sun safety across year levels. * Staff, families and visitors model sun safe behaviours. * Age and developmentally appropriate sun safe strategies such as ‘No hat, stay in the shade’ are implemented. |