PDHPE syllabus mapping for K-6 drug education

This document identifies content in the PDHPE K-10 syllabus that addresses drug education.

The key learning area of PDHPE provides the main curriculum context for teaching and learning about drug education. Schools may address relevant content using a variety of approaches. This may include:

* teaching and learning programs in PDHPE
* whole-school programs
* a combination of both.

## How to use this mapping document

The following tables provide a syllabus link to each stage of learning where opportunities exist for drug education to be addressed.

### Key

These terms are used in each of the tables.

Key inquiry question – can be used guide and frame the learning. A syllabus page number has been included for easy reference.

Dot – represents syllabus content points which describe how syllabus outcomes can be interpreted and used.

Dash – the dash points are examples from the syllabus intended to clarify the learning.

The numbers after dot or dash refer to the order in which they appear under each key inquiry question.

Below is an example from page 45 of the PDHPE K-10 syllabus:

**How do we make healthy and safe choices in different situations?** **(**This is the Key Inquiry Question)

Students:

* identify a number of possible skills and strategies to stay safe and be supportive, for example: (This is ‘Dot’ point 1)
  + recognise that everyone has a right to say yes or no to affection, eg tickles, hugs, kisses Personal and social capability icon (dash 1)
  + recognise appropriate touch and explore how to respond to inappropriate touch **S** (dash 2)
  + discuss different ways that the community and built environments support people and help to keep them safe, eg fences around playgrounds **I** Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon (dash 3)
  + practise ways of seeking help in a range of different scenarios, eg call 000 during an emergency, use No-Go-Tell when feeling unsafe **S** Personal and social capability icon (dash 4)
  + discuss the safe use and storage of household medications and poisons **I** Critical and creative thinking icon Literacy icon (dash 5)
  + recognise safety symbols and procedures for their own and others’ safety in various water environments, eg never swim alone; swim between the red and yellow flags **I** Critical and creative thinking icon Literacy icon (dash 6)
  + understand and follow road safety procedures, eg use seatbelts and safety restraints; safe entry and exit from a vehicle; wear a helmet; hold an adult’s hand when crossing the road; stop, look, listen and think when crossing the road Critical and creative thinking icon Personal and social capability icon (dash 7)
  + identify contextual factors that influence safety, eg family, peers, media, environment **S** Critical and creative thinking icon Personal and social capability icon (dash 8)

## Early Stage 1

|  |  |  |
| --- | --- | --- |
| How can we care for and include each other? | What helps us to stay healthy and safe | How do we make healthy and safe choice in different situations? |
| Dot 2 dash 8  (PDe-3, PDe-9) | Dot 1 dash 6  Dot 2 dash 1  Dot 2 dash 2  (PDe-7, PDe-2, PDe-9, PDe-10) | Dot 1 dash 3  Dot 1 dash 4  Dot 1 dash 5  Dot 1 dash 8  (PDe-2, PDe-6, PDe-9, PDe-10) |

## Stage 1

|  |  |  |  |
| --- | --- | --- | --- |
| **How can we be inclusive and respectful?** | **How can I be responsible for my own, and others’ health, safety and wellbeing?** | **How can I act to help make my environments healthy, safe and active?** | **What influences my decisions and actions to be healthy, safe and physically active?** |
| Dot 2 dash 2  Dot 2 dash 3  (PD1-3, PD1-9) | Dot 1 dash 1  Dot 1 dash 4  (PD1-2, PD1-9) | Dot 1 dash 4  Dot 1 dashes 7-8  Dot 1 dash 10  Dot 2 dash 6  (PD1-2, PD1-7, PD1-9, PD1-10) | Dot 2 dash 1  Dot 2 dash 3  (PD1-6, PD1-9, PD1-10) |

Stage 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **How does who I am influence others?** | **How can we manage change?** | **How can I contribute to promote healthy, safe and active communities?** | **Why are empathy, inclusion and respect important in our relationships?** | **How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?** | **What skills and strategies do we need to be healthy, safe and empowered?** |
| Dot 1 dash 4  (PD2-2, PD2-9, PD2-10) | Dot 1 dash 1  (PD2-1, PD2-9, PD2-10) | Dot 2 dash 4  (PD2-2, PD2-9, PD2-10) |  | Dot 1 dash 1  Dot 1 dash 2  Dot 1 dash 3  Dot 2 dash 4  (PD2-7, PD2-2, PD2-9,  PD2-10) | Dot 1 dash 1  Dot 1 dash 2-4  Dot 1 dash 9  Dot 2 dashes 1-3  (PD2-6, PD2-2,  PD2-9, PD2-10) |

Stage 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **How does my uniqueness change over time?** | **How can I manage transitions and challenges?** | **How do empathy, inclusion and respect have an impact on myself and others?** | **How responsible am I for my own and others’ health, safety and wellbeing?** | **What actions positively influence the health, safety and wellbeing of my community?** | **How does a healthy, safe and active lifestyle enhance connection with others?** |
| Dot 1 dash 5  (PD3-1, PD3-9, PD3-10) | Dot 2 dashes 1-3  (PD3-2, PD3-9, PD3-10) | Dot 1 dash 5  Dot 2 dash 4-6  (PD3-2, PD3-9, PD3-10) | Dot 1 dash 2  (PD3-2, PD3-9, PD3-10) | Dot 1 dash 9-10  Dot 3 dash 2-6  (PD3-7, PD3-2, PD3-9, PD3-10) | Dot 1 dashes 1-6  Dot 3 dash 1  (PD3-6, PD3-2,  PD3-9, PD3-10) |