PDHPE syllabus mapping for K-6 road safety

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

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.

A whole-school approach is recommended where schools, parents, carers and communities work together to create a supportive environment for students to learn, understand and practise road safety.

How to use this mapping document

The following tables provide a syllabus link to each stage of learning where opportunities exist for Road Safety 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What makes me unique?** | **How can we care for and include each other?** | **How do we move our bodies?** | **What choices can help to make me safe, supported and active?** | **What helps us to stay healthy and safe?** | **How do we make healthy and safe choices in different situations?** |
| Dot 1 dash 3  (PDe-2, PDe-9) | Dot 1 dash 2  Dot 1 dash 6  (PDe-3, PDe-9) |  | Dot 1 dash 3  (PDe-2, PDe-9) | Dot 2 dash 1  Dot 2 dash 2  (PDe-2, PDe-9, PDe-10) | Dot 1 dash 3  Dot 1 dash 7 – 8  (PDe-2, PDe-9, PDe-10) |

## Stage 1

|  |  |  |
| --- | --- | --- |
| **How can we participate safely and fairly during physical activity?** | **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?** |
|  | Dot 1 dash 1  Dot 1 dash 3 – 4  Dot 1 dash 6  (PD1-2, PD1-9) | Dot 1 dash 4  Dot 2 dash 1  Dot 2 dash 4  (PD1-7, PD1-2, PD1-10) |

Stage 2

|  |  |  |  |
| --- | --- | --- | --- |
| **How can we demonstrate our understanding of movement to solve challenges?** | **How can I contribute to promote healthy, safe and active communities?** | **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 9  (PD2-5, PD2-9) |  | Dot 1 dash 4  Dot 2 dash 4  (PD2-2, PD2-9, PD2-10) | Dot 1 dash 9  (PD2-2, PD2-6, PD2-9, PD2-10) |

Stage 3

|  |  |
| --- | --- |
| **How responsible am I for my own and others’ health, safety and wellbeing?** | **What actions positively influence the healthy, safety and wellbeing of my community?** |
| Dot 1 dash 1  Dot 2 dash 5 – 6  (PD3-2, PD3-8, PD3-9, PD3-10) | Dot 1 dash 9  Dot 3 dash 5  (PD3-2, PD3-9, PD3-10) |