

PDHPE K-10 syllabus - Road safety education - explicit content examples

This document identifies content in the PDHPE K-10 syllabus that specifically 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 PDHPE.

Teachers make judgements of what content is appropriate to meet the needs of their students.

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.

Early Stage 1

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	PDe-7: identifies actions that promote health, safety, wellbeing and physically active spaces
Key Inquiry Question	How do we make healthy and safe choices in different situations? (p45)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> - 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

Stage 1

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	PD1-7: explores actions that help make home and school healthy, safe and physically active spaces
Key Inquiry Question	How can I be responsible for my own, and others' health, safety and wellbeing? (p53)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> describe situations where they are required to make healthy and/or safe decisions, for example: <ul style="list-style-type: none"> recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road.

Stage 1

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD1-7: explores actions that help make home and school healthy, safe and physically active</p> <p>PD1-9: demonstrates self-management skills in taking responsibility for their own actions</p> <p>PD1-10: describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>
Key Inquiry Question	How can I act to help make my environments healthy, safe and active? (p53)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> explore actions and opportunities to promote and celebrate healthy, safe and active living, for example: <ul style="list-style-type: none"> describe and demonstrate what is needed to travel safely, eg cross at pedestrian crossings, ride on the footpath. SI

Stage 2

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD2-7: describes strategies to make home and school healthy, safe and physically active spaces</p> <p>PD2-9: demonstrates self-management skills to respond to their own and others' actions</p> <p>PD2-10: demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>
Key Inquiry Question	How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? (p62)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • identify and practise strategies to promote health, safety and wellbeing, for example: <ul style="list-style-type: none"> - identify protective strategies in road environments, eg safe crossing procedures, use safety equipment when travelling on wheels, stand clear of the train platform edge. S I

Stage 3

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD3.7: propose and implements actions and protective strategies that promote health, safety, well being and physically active spaces</p> <p>PD3-9: applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10: selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>
Key Inquiry Question	What actions positively influence the health, safety and wellbeing of my community? (p72)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example: <ul style="list-style-type: none"> - describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, e.g. not crossing the road when wearing headphones, swimming with supervision, choosing healthy snacks, wearing sunscreen. S

Stage 4

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD4-6: recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-7: investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p> <p>PD4-9: demonstrates self-management skills to effectively manage complex situations</p>
Key Inquiry Question	What positive actions contribute to the health, safety, wellbeing, and participation in physical activity levels of the wider community? (p82)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • examine factors that influence health and wellbeing: <ul style="list-style-type: none"> - explore the role gender plays in a variety of social contexts, e.g. family and domestic violence, alcohol use, road use. • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations: <ul style="list-style-type: none"> - devise a plan to assume responsibility for their own road safety and to support the road safety of others, e.g as a pedestrian or passenger. S - examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed. S

Stage 4

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD4-6: recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-9: demonstrates self-management skills to effectively manage complex situations</p> <p>PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts</p>
Key Inquiry Question	Why are connection, inclusion, and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community? (p85)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • examine influences on peoples' behaviours, decisions, and actions: <ul style="list-style-type: none"> - examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use S I • explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on health, safety and wellbeing of the community. <ul style="list-style-type: none"> - assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect future health, safety and wellbeing of individuals and the community e.g. sexual decisions, road use behaviours S

Stage 5

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-9: assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>
Key Inquiry Question	How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity? (p94)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community: <ul style="list-style-type: none"> - identify major causal factors in road and traffic-related injuries and assess the strategies and actions to promote their own and others' health, safety and wellbeing eg minimising distractions such as music and mobile phones, identifying a designated driver, resting when tired, speeding, overcrowding of cars, following road rules S I

Stage 5

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-9: assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>
Key Inquiry Question	What strategies can I plan and prioritise in my community to empower individuals to lead, health, safe and active lifestyles or the benefit of my own and others wellbeing? (p94)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • plan, rehearse and evaluate options for managing situations where their own and other’s health, safety and wellbeing may be at short-term or long-term risk <ul style="list-style-type: none"> - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use S I - plan and practise responses to emergencies by explaining priority actions and where they may be required to administer first aid and DRSABCD, eg in and around water environments, road trauma, health conditions S I M

Stage 5

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-9: assesses and applies self-management skills to effectively manage complex situations</p>
Key Inquiry Question	Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity? (p96)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • analyse situations where external influences may have an impact on their ability to make healthy and safe choices <ul style="list-style-type: none"> - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy S

7-10 Life Skills

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	PDLS-8: uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts.
Key Inquiry Question	What factors influence health, safety, wellbeing and participation in physical activity? (p117)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • identify factors that contribute to safety in a range of environments <ul style="list-style-type: none"> - identify behaviours that contribute to safety, eg healthy diet, physical activity, avoiding distractions as a road user, following safety procedures in water environments

7-10 Life Skills

Content Strand	Healthy, Safe and Active Lifestyles
Outcomes	<p>PDLS-8: uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts.</p> <p>PDLS-10: develops skills for effective self-management</p>
Key Inquiry Question	How can we stay safe in a range of environments? (p118)
Syllabus content points and examples	<p>Students:</p> <ul style="list-style-type: none"> • identify safe and unsafe situations <ul style="list-style-type: none"> - recognise situations where there is an increased safety risk, eg in a vehicle when the driver has been drinking or using illegal substances, communicating with unfamiliar people online, physical and/or emotional conflicts including domestic violence, in peer groups that exhibit bullying, harassment or discrimination, engaging in intimate or sexual behaviours S • respond appropriately to indicators of unsafe situations <ul style="list-style-type: none"> - follow safety rules and procedures, eg evacuation and lockdown procedures, safety signs and signals in outdoor environments including roads and water environments S - avoid distractions as a road user • explore protective strategies relating to personal health, safety and wellbeing <ul style="list-style-type: none"> - identify protective behaviours in situations where others are engaging in risky behaviours, eg unsafe behaviours as a road user, substance abuse, sexting - identify strategies to make safe and informed decisions, eg recognising and adhering to rules and laws relating to road and/or drug use that keep us safe