

Road safety in PDHPE 7-10 mapping tool: Stage 4

This document identifies PDHPE K-10 syllabus content that addresses road safety. Road safety must be taught in every stage of learning from kindergarten to year 10 as part of personal development, health, and physical education. Teachers make judgements of what is appropriate to meet the needs of their students. It's recommended that schools, parents, carers, and communities work together via a whole-school approach to create a supportive environment for students to learn, understand and practise being a safe road user.

Further [PDHPE programming information](#) can be found on the department's [PDHPE webpages](#).

Content strand	Health, Wellbeing and Relationships	Movement Skill and Performance	Healthy, Safe and Active Lifestyles
Key inquiry question	What skills and strategies can be used to manage change, challenges and seek help?	How can I evaluate movement competence, adapt movement skills, and apply these skills in dynamic movement situations?	What positive actions contribute to the health, safety, wellbeing, and participation in physical activity levels of the wider community?
Outcomes	<p>PD4-1: examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-3: investigates effective strategies to promote inclusivity, equality and respectful relationships</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>	<p>PD4-5: transfers and adapts solutions to complex movement challenges</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>	<p>PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <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>PD4-8: plans for and participates in activities that encourage health and a lifetime of 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>
Content, skills, and cross curricula	<p>Dot 2- dash 1, 2, 3, 4, 5</p> <p>Students practise and apply skills and strategies to seek help for themselves and others:</p> <ul style="list-style-type: none"> - identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation - propose individual support networks and external support services - practise communication techniques to persuade someone to seek help in different situations, eg mental health concerns, drug use, relationship or family and domestic violence 	<p>Dot 1- dash 1, 2</p> <p>Students participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing:</p> <ul style="list-style-type: none"> - practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments - participate in movement activities that demonstrate and reinforce the transfer of skills across different movement context 	<p>Dot 1- dash 3,4,5,6</p> <p>Students examine factors that influence health and wellbeing:</p> <ul style="list-style-type: none"> - examine how contextual factors influence attitudes and behaviours towards health and wellbeing - investigate reasons why young people choose to engage in positive and negative risk-taking behaviour - examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing

Content strand	Health, Wellbeing and Relationships	Movement Skill and Performance	Healthy, Safe and Active Lifestyles
	<ul style="list-style-type: none"> - identify barriers to seeking help and propose strategies to overcome these barriers - recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation 		<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 <p>Dot 2- dash 1,5,6,7 Students recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations:</p> <ul style="list-style-type: none"> - propose strategies individuals and others can use to make safe and informed decisions - devise a plan to assume responsibility for their own road safety and to support the road safety of others, - examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios - demonstrate basic first aid principles and strategies <p>Dot 3- dash 2 Students investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity:</p> <ul style="list-style-type: none"> - investigate the impact of contextual factors on young people <p>Dot 6- dash 4 Students develop health literacy skills and promote health information that is aimed at assisting young people to address health issues:</p> <ul style="list-style-type: none"> - promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community
Key inquiry question	What skills and strategies can be used to promote inclusivity, equality, and respectful relationships?	How can I apply my skills to collaborate, communicate, solve problems, and include others in physical activity?	Why are connection, inclusion, and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?
Outcomes	<p>PD4-1: examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-3: investigates effective strategies to promote</p>	<p>PD4-5: transfers and adapts solutions to complex movement challenges</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>	<p>PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-6: recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in</p>

Content strand	Health, Wellbeing and Relationships	Movement Skill and Performance	Healthy, Safe and Active Lifestyles
	<p>inclusivity, equality and respectful relationships</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>		<p>physical activity</p> <p>PD4-7: investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p> <p>PD4-8: plans for and participates in activities that encourage health and a lifetime of 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>
<p>Content, skills and cross curricula</p>	<p>Dot 2- dash 1, 2</p> <p>Students investigate the benefits of relationships and examine their impact on their own and others' health, safety, and wellbeing:</p> <ul style="list-style-type: none"> - examine how culture and relationships with family and peers can influence people's attitudes, behaviours, decisions, and actions in different situations - analyse how behaviours, actions, and responses to situations can change depending on who they are with <p>Dot 4- dash 3</p> <p>Students explore skills and strategies needed to communicate and engage in relationships in respectful ways:</p> <ul style="list-style-type: none"> - demonstrate ways to resolve conflict in a range of contexts <p>Dot 5- dash 4, 6</p> <p>Students discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power</p> <ul style="list-style-type: none"> - devise help-seeking strategies that address imbalance of power in relationships - develop skills to challenge the abuse of power. 	<p>Dot 1- dash 3</p> <p>Students practise and apply interpersonal skills when undertaking a range of roles in physical activities:</p> <ul style="list-style-type: none"> - apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group <p>Dot 2- dash 1</p> <p>Students modify rules and scoring systems to allow for fair play, safety, and inclusive participation:</p> <ul style="list-style-type: none"> - recognise potential safety concerns and select appropriate responses when engaged in physical activities 	<p>Dot 2- dash 1,4</p> <p>Students examine influences on peoples' behaviours, decisions, and actions:</p> <ul style="list-style-type: none"> - discuss the influence of contextual factors on individual decisions and actions - examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use <p>Dot 3- dash 2</p> <p>Students explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety, and wellbeing of the community</p> <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 the future health, safety and wellbeing of individuals and the community

Road safety discussion points for high school students

<p>Pedestrian safety</p>	<ul style="list-style-type: none"> • be a responsible pedestrian • stay alert, stay focused, stay aware • choose a safe place to cross the road • STOP LOOK LISTEN THINK every time you cross the road 	<p>Teaching and learning resources:</p> <ul style="list-style-type: none"> • On the Move - interactive road safety education resources for years 7-12 students in NSW • https://onthemove.nsw.edu.au/ <div data-bbox="1312 544 1977 874" data-label="Image"> <p>The image is a rectangular graphic with a white background. On the left, there is a logo consisting of three vertical bars of increasing height, followed by the text 'ON THE MOVE' in a bold, sans-serif font. Below this, the text 'Road safety education for secondary schools' is written in a larger, bold, sans-serif font. On the right side of the graphic, there is a photograph of four students (two boys and two girls) in school uniforms, looking down at a laptop or tablet they are holding together.</p> </div>
<p>Passenger safety</p>	<ul style="list-style-type: none"> • be a responsible passenger around and on public transport • wait till the bus/tram has gone and then use a safe place to cross • be a responsible passenger in vehicles • always buckle up your seatbelt • check for oncoming traffic before opening the vehicle door 	
<p>Safety on wheels</p>	<ul style="list-style-type: none"> • be a responsible rider • stay alert, stay focused, stay aware • always wear a helmet when you ride or skate • choose safe places to ride 	
<p>Driver safety</p>	<ul style="list-style-type: none"> • be a responsible driver • stay alert, stay focused, stay aware 	