

Road safety in PDHPE 7-10 mapping tool: Stage 5

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	How can I be the best version of me and support the identity of others?	How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?	What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?
Outcomes	<p>PD5- 1: assesses their own and others' capacity to reflect on and respond positively to challenges</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>	<p>PD5-5: appraises and justifies choices of actions when solving complex movement challenges</p>	<p>PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8: designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</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>
Content, skills and cross curricula	<p>Dot 1- dash 1, 7, 9</p> <p>Students evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples:</p> <ul style="list-style-type: none"> - analyse how norms, stereotypes and expectations may influence individual and group identity - reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours - plan, rehearse and evaluate strategies for supporting their own and others' identity and personal safety <p>Dot 2- dash 2</p> <p>Students examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing:</p>	<p>Dot 2- dash 1, 2</p> <p>Students analyse the impact of space, time, objects, effort and people when composing and performing movement sequences:</p> <ul style="list-style-type: none"> - experiment with the application of simple biomechanical principles including force and speed applied to an object to enhance performance and ensure safety - demonstrate and describe how the body can produce and absorb force 	<p>Dot 1- dash 1 ,2, 3, 5, 7</p> <p>Students plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk:</p> <ul style="list-style-type: none"> - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing - 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,

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	<ul style="list-style-type: none"> - demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs while acknowledging the feeling of others 		<ul style="list-style-type: none"> - plan and practise responses to emergencies by explaining priority actions and where they may be required to administer first aid and DRSABCD - demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations
Key inquiry question	How can people respond positively to life challenges?	How can I include, assist and lead others during physical activity?	How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?
Outcomes	<p>PD5- 1: assesses their own and others' capacity to reflect on and respond positively to challenges</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>	<p>PD5-5: appraises and justifies choices of actions when solving complex movement challenges</p>	<p>PD5-2: researches and appraises the effectiveness of health information and support services available in the community</p> <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>
Content, skills and cross curricula	<p>Dot 2- dash 4 Students explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> - examine social and cultural influences on seeking help in a variety of contexts <p>Dot 3- dash 1, 3, 4, 5 Students predict future challenges and opportunities and the skills required to manage these in a positive way:</p> <ul style="list-style-type: none"> - examine self-management skills required to manage change and transition - appraise personal strengths to design a strategy for addressing a future life challenge - recognise early warning signs of challenging and unsafe situations - refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations 	<p>Dot 2- dash 4 Students reflect on how fair play and ethical behaviour can influence the outcomes of movement activities</p> <ul style="list-style-type: none"> - describe the contribution they make as an individual to teamwork, leadership and enjoyable participation for all and assess the influence this has on others to participate in physical activities 	<p>Dot 1- dash 1, 5, 9 Students 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:</p> <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 - assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety - discuss the degree to which self-talk and encouragement influences and motivates themselves and others to continue to participate in physical activity <p>Dot 2- dash 5 Students design, implement and evaluate creative interventions for enhancing their own and others' fitness levels and participation in a lifetime of physical activity:</p> <ul style="list-style-type: none"> - create and evaluate health campaigns, programs or mobile applications that aim to promote fitness or participation in a lifetime of physical activity

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			<p>Dot 3- dash 1, 3 Students critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels:</p> <ul style="list-style-type: none"> - research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services - develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice
<p>Key inquiry question</p>	<p>What factors enhance inclusivity, equality and respect in relationships?</p>		<p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p>
<p>Outcomes</p>	<p>PD5- 1: assesses their own and others' capacity to reflect on and respond positively to challenges PD5-9: assesses and applies self-management skills to effectively manage complex situations 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>		<p>PD5-2: researches and appraises the effectiveness of health information and support services available in the community PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-9: assesses and applies self-management skills to effectively manage complex situations 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>
<p>Content, skills and cross curricula</p>	<p>Dot 1- dash 3 Students investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships:</p> <ul style="list-style-type: none"> - practise and evaluate their ability to use interpersonal skills to develop and maintain respectful and inclusive relationships, eg conflict resolution, seeking help, providing feedback, asserting a stance on an issue 		<p>Dot 1- dash 1, 3 Students analyse situations where external influences may have an impact on their ability to make healthy and safe choices:</p> <ul style="list-style-type: none"> - describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing

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			<p>Dot 2- dash 2, 3, 4 Students analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples:</p> <ul style="list-style-type: none"> - examine how contextual factors influence sense of self and assess the impact this has on individual health, safety, wellbeing and participation in physical activity - analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing - investigate community action initiatives implemented by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities <p>Dot 3- dash 1, 2, 3, 4 Students investigate media strategies, marketing and influences associated with health issues affecting young people:</p> <ul style="list-style-type: none"> - critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people - critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity - examine marketing strategies to determine the influence they have on young people's attitudes, behaviour and perceptions of health, eg healthy food habits, drug use, sexuality, gambling, sexual health, alcohol consumption - explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence the health-related behaviours and actions of young people

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="1359 644 2022 971" data-label="Image"> <p>The image is a rectangular graphic with a white background. On the left, the text 'ON THE MOVE' is written in a bold, sans-serif font, with a small icon of three vertical bars to its left. 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 	