

K-6 Personal Development and Health Education Resource



Incorporating
Towards Wholeness - The Catholic Perspective on the NSW
Personal Development Health and Physical Education K-6 Syllabus

Revised Edition:

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- National Heart Foundation (1996) *Heart Health Manual, a Resource Kit for Primary Teachers*.
- The Cancer Council NSW.
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- Commonwealth Department of Health and Family Services (1998) *The Australian Guide to Healthy Eating*.

FOREWORD

The Mission Statement of the Diocese of Broken Bay calls us to educate our students in 'our Catholic story and beliefs and their implications for our lives'. As an important part of telling our story, Catholic schools promote the health of students within the context of Pastoral Care and the Personal Development, Health and Physical Education (PDHPE) curriculum. They provide a framework for preventive and support programs which aim to meet the social, physical, emotional and spiritual health needs of students.

The Personal Development, Health and Physical Education syllabus supports the development of the student as a whole person. Implemented in the context of a Catholic school, it has the potential to make a significant contribution to the improved and ongoing quality of life for all individuals within the community. In a Catholic context, it can strongly affirm the God-given dignity of the human person, and support our students as they grow and develop their Catholic character, enabling them to make choices consistent with being a disciple of Jesus.

This resource has been developed to support the implementation of the K–6 Personal Development, Health and Physical Education (PDHPE) Syllabus within schools. This edition has been revised to incorporate the NSW Catholic Education Commission's document *Towards Wholeness K-6*.

Towards Wholeness K-6 is intended to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies' syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values. It outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ.

Twenty-eight sample units of work are provided, linked to the relevant outcomes and content strands of the PDHPE K-6 Syllabus. Child Protection, Road Safety and Drug Education have been integrated within the related content areas for each stage of learning. Teachers are encouraged to adapt and modify the units, to ensure they best meet the needs of their students and community.

I am confident that this publication will be of significant practical help to Catholic school communities. I wish you every success in continuing to share our Catholic story with the students, and to explore the implications of the faith for our lives.



Br Tony Whelan, cfc
Director of Schools
August 2010

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INTRODUCTION

All Catholic Primary and Secondary schools have the responsibility to promote the health and wellbeing of students within their care.

Catholic schools promote the health of students within the context of Pastoral Care and the Personal Development, Health and Physical Education (PDHPE) curriculum. Together they provide a framework for preventive and support programs which aim to meet the social, physical, emotional and spiritual health needs of students.

Rationale

In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. The resultant good health is characterised by improved quality of life, less sickness and disability, happier personal, family and social experiences and the opportunity to make choices in work and recreation.

When individuals are well informed on health issues and have a sense of control about the decisions they make, they are more likely to experience positive relationships, improved quality of life and less illness.

This resource aims to assist in the development of knowledge and understanding, skills and values and attitudes of students to make informed decisions about their health. The context for students to explore health issues is within PDHPE programs.

Role of parents in Personal Development and Health Education

Parent and community awareness and support for the school's approach to teaching PDHPE is an important part of the learning process and should be encouraged.

The homework activities give parents structured opportunities to communicate with their children and support their learning. Research has shown that positive family communication can buffer negative life events that may contribute to problematic health-related behaviours. It is important that the activities allow discussion between students and family members to occur in a way that is respectful of traditional family values and adult-child relationships.

Parents play a major role in drug education and should be encouraged to discuss with the school positive ways of enhancing the school's education programs.

About this resource

This resource has been developed to support the implementation of the *K–6 Personal Development, Health and Physical Education (PDHPE) Syllabus* within schools.

Twenty-eight units of work are provided, linked to relevant outcomes and content strands of the PDHPE K–6 syllabus. Child Protection, Road Safety and Drug Education have been integrated within the related content areas for each stage of learning. The Drug Education units of work are based on the NSW Department of Education and Training (2002) *K–6 Drug Education Resource* and have not been reproduced in this document.

The five content strands from the PDHPE syllabus which relate specifically to Personal Development and Health education are:

- Active Lifestyle
- Growth and Development
- Interpersonal Relationships
- Personal Health Choices
- Safe Living

This resource suggests activities to assist students to work towards achieving the outcomes of the PDHPE syllabus. The units of work are divided into a series of lessons. The activities within the lessons should be adapted and modified according to the needs and interests of students and the school community. They may be taught as discrete units, or lessons from them may be integrated into existing lessons or units of work. Teachers should read through all activities in advance as some preparation may be required.

The content of the PDHPE K–6 syllabus is sequential and the activities in this resource build upon prior knowledge, attitudes and skills. Teachers need to ensure that all students, including those who are newly arrived, have the essential knowledge, attitudes and skills when selecting stage appropriate teaching and learning activities. For example, it may be necessary to select Stage 2 teaching and learning experiences for Stage 3 students who do not have the prior knowledge, attitudes and skills.

Units of Work

Each unit of work contains a unit overview and a series of lessons.

The Unit Overview indicates enduring understandings, relevant PDHPE syllabus outcomes (major and contributing), content strands, evaluation, correlation with other KLAS, technology and useful links, the Foundation Statements (PDH Strands only) and the Catholic dimension statements related to each of the units. The specific subject matter from the syllabus addressed in the units of work is also outlined in this section.

An Overview of Towards Wholeness (TW) in the PDH Unit

Towards Wholeness K-6 provides the Catholic Perspective on the NSW Personal Development, Health and Physical Education K-6 Syllabus. It is intended to assist teachers in Catholic schools to provide a Catholic values perspective for the teaching and learning activities in the unit. Catholic values and beliefs have been taken from the TW document and related syllabus content strands and integrated into the teaching and learning activities where appropriate. It outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ.

The lessons are set out with the following format:

- **Essential Questions and Enduring Understandings**, identifies the goals and expectations of the unit. Teachers should select the teaching and learning activities from the unit that best support students to construct their understandings identified in each unit.
- **Outcomes, indicators and assessment** are provided from the K–6 PDHPE syllabus and indicate the focus of the lesson. These can be used to evaluate whether the lesson has achieved its purpose and show how students might work towards achieving that outcome.

- **Resources** list materials necessary for the lessons.
- **Suggested Learning Experiences and Organisation** details the suggested teaching and learning activities. Teachers are advised to select, adapt or modify learning experiences to suit the needs of their students.
- **Teacher Notes and Fact Sheets** provide information to assist the teachers with background notes.
- **Activity Sheets** contain activities to be completed by the students, located after each lesson.
- **Home/School Tasks** provide opportunities for students to communicate with their parents about health-related issues and to enhance the learning experience.

Personal Development, Health and Physical Education within the Catholic Curriculum

*I have come that you may have life and have it to the full
John 10:10*

The glory of God is the person fully alive Irenaeus

The aim of the Personal Development, Health and Physical Education syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, the syllabus will form the basis for students to adopt a responsible and productive role in society. These aspirations demonstrate that this Key Learning Area has the characteristics of the Catholic Curriculum embedded in it. The challenge for the teacher is to draw out the characteristically Catholic features of PDHPE.

The Catholic school sets out to be a school for the human person and of human persons. In the words of Pope John Paul II, 'the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school'.

The Catholic school commits itself to the development of the whole person with the awareness that all human values find their fulfilment and unity in Jesus Christ. This awareness expresses the centrality of the human person in the educational project of the Catholic school, strengthens its educational endeavour and enables it to form strong personalities (cf *The Catholic School on the Threshold of the Third Millennium*, n9). PDHPE is a key contributor to the Catholic school's development of the whole person.

In a Catholic school Personal Development, Health and Physical Education and all learning areas must have certain interconnected characteristics. All learning must:

1. contribute to student growth and development as disciples of Jesus
2. express the Catholic understanding of what it means to be human (a 'Catholic Anthropology')
3. find a balance in the interplay of the cognitive, behavioural and affective domains
4. educate towards wholeness.

Catholic Discipleship & Catholic Worldview

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic discipleship. Their primary goal is to offer students experiences of following Jesus as members of the Catholic community.

Being a Catholic is not just some sort of addition to the general concept of being a Christian. It pervades every aspect of our Christian commitment, beliefs, values and behaviour. It is a unique way of being a disciple of Jesus.

Being Catholic is a personal and communal response to the love which God has manifested in Jesus, as it is perceived, proclaimed and lived by the Catholic Community in the light of its scriptural and historical traditions and its contemporary interpretation of them.

(Bishop David Walker, 2002)

Therefore, in a Catholic school the teacher of PDHPE appreciates with a particular awareness that authentic personal development has both personal and communal dimensions. The teacher further recognises that learning and teaching in this area is not a secular enterprise but needs to be imbued with the Catholic understanding and teaching of the Church. It contributes to the development of a Catholic character in students, that is the progressive development of the qualities and choices characteristic of disciples of Jesus.

Catholic Anthropology

Thomas Groome in *Educating for Life* presents some key features of a Catholic view of the human person. The teacher of PDHPE promotes a view of the person, relationships and life based on an understanding and appreciation of each person as:

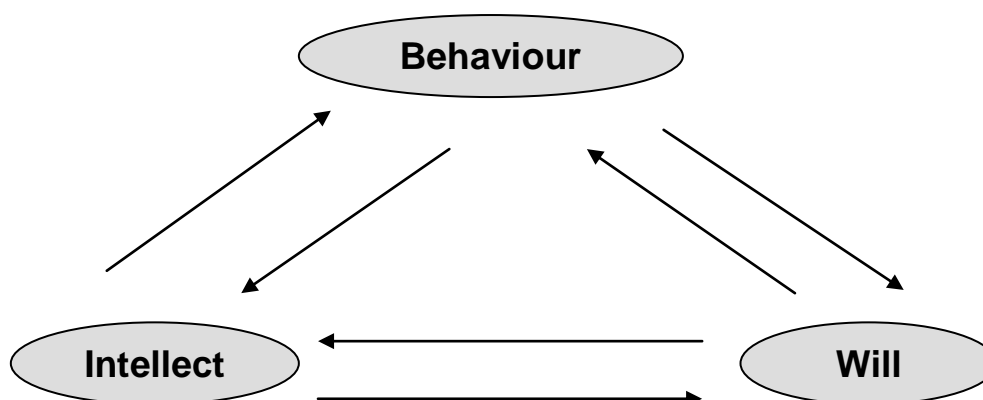
- created in God's image, essentially good and dignified
- a whole person
- sustained by God's grace
- one in partnership with others for the common good
- essentially a free and responsible agent
- growing, becoming, doing
- loving, going beyond justice to compassion
- one whose life has purpose and destiny beyond itself.

Some of these dimensions, such as the goodness and dignity of each person, the whole person, and responsibility are already in the syllabus. At times the teacher may have the opportunity to place them in their fuller religious context and expanded to their wider meaning within the Catholic worldview. Some other dimensions, such as the human created in God's image, sustained by grace for an eternal destiny, are not mentioned in the syllabus. However, these need to feature in the teacher's consciousness so the teaching and learning truly expresses a Catholic anthropology.

A Balanced Approach

There is an interplay between these elements which is essential to a person's growth and development. The way we act affects our thinking and choosing. Our choosing affects our thinking and actions. Thinking affects our choices and our actions. They need to exist in harmony. Each needs to build on the other. Maturity is a creative harmony of these three.

PDHPE is a Key Learning Area in which this harmony is already deeply embedded through the subject matter, skills and strands. The teacher who programs so that there is an appropriate balance of and interplay between the 'head', 'the heart' and the 'hands' is not just a good teacher of PDHPE but also a good Catholic educator.



Education towards wholeness - integral values for a Catholic school

The Catholic Education Commission's resource supporting PDHPE in Years 7-10 *Towards Wholeness*, makes a number of points relevant to the Key Learning Area in all stages of schooling. In the implementation of the Key Learning Area of Personal Development, Health and Physical Education, the authentic Catholic school community encourages:

- *the recognition of God's boundless love for all people and the equality of all in His sight;*
- *the duty and privilege of Christian witness to that love granted through Baptism and Confirmation;*
- *the recognition of the dignity and uniqueness of each person;*
- *the recognition of the sacredness of all human life;*
- *the universal call to personal integrity;*
- *the responsibility for personal and community development;*
- *reverence and respect for the God-given gift of human sexuality;*
- *belief in the interdependence of humankind;*
- *the valuing of God's presence and grace in all human endeavours.*

Effective teaching of the Personal Development, Health and Physical Education Key Learning Area in Catholic schools should be characterised by:

- *a familiarity with, and adherence to, the requirements and spirit of the Syllabus;*
- *the presentation of, and witness to, Catholic values which are based on Sacred Scripture and the teaching of the Catholic Church;*
- *an informed and critical recognition of the range of shallow, materialistic and egocentric perspectives which are presented to young people through a variety of influences in contemporary Australian society;*
- *an active focus on Catholic values as central and vital to the promotion of aspects of change.*

Towards Wholeness K - 6 (TW) - The Catholic Perspective on the NSW Personal Development, Health and Physical Education K - 6 Syllabus

Adapted from: Catholic Education Commission, New South Wales (2003) Towards Wholeness K-6, The Catholic Perspective on the NSW Personal Development, Health and Physical Education K-6 Syllabus.

Towards Wholeness K-6 provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE).

The aim of this syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, the syllabus will form the basis for students to adopt a responsible and productive role in society. Towards Wholeness K-6 places this aim in the context of a Catholic understanding of the meaning and purpose of life and education. It seeks to express the implications of this understanding for an education program that appropriately focuses on the healthy development of both the individual and society.

The NSW Board of Studies' syllabus, Personal Development, Health and Physical Education K-6 (PDHPE K-6) is one of seven key learning areas in the NSW primary curriculum. It is concerned with the development of the whole person and the improvement of human life. Our Catholic schools are mandated to teach to the integrity of this syllabus but have the flexibility to underpin the content with our Catholic ethos.

Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ.

What is additional to the PDHPE K-6 syllabus in Towards Wholeness K-6?

Relevant comment related to a Catholic focus is made in all PDHPE strands and there is additional material provided in the PDH strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within the Safe Living Strand). There are quotations and reference to Scriptures, Church documents and other support materials which have been included to assist teachers to develop Catholic values-based lessons.

This revised version of the K-6 Personal Development and Health Education Resource has integrated the relevant Catholic values from TW into the teaching and learning activities where appropriate to support teachers to implement Catholic values-based lessons within the context of Personal Development and Health Education.

Why would schools use Towards Wholeness K-6?

Catholic schools have a particular responsibility to present authentic Church teaching in ways that ensure students are able to understand and experience this teaching and the values that support it.

The challenge for Catholic educators is that:

- It is our role to assist students to examine their personal experiences in light of the Church's teachings in order to make informed decisions.
- We should challenge students to act and respond as Christians in their personal worlds of family, peer group, school and faith communities.

- Students should be encouraged to make informed decisions related to health and physical activity, to develop positive attitudes and be able to make spiritual and moral choices that contribute to a healthy lifestyle.
- Students be helped to apply principles of morality and to make judgments according to reason, in conformity with the good that is willed by God.

In the K-6 PDHPE syllabus there are a number of sensitive issues that need to be raised including sexuality, HIV/AIDS, drug Education, child protection, cybersafety, bullying, and family structures, for which the teaching and learning should be set within in a Catholic values context that is meaningful and valued by the student.

The family, school and parish community share the responsibility in assisting students to understand their own growth and development. The treatment of these sensitive issues for each school community should always be based on Church teachings and Catholic values. It is important that parents and caregivers receive adequate information about the content and context of the school program that deals with any sensitive issues prior to the commencement of the unit.

How can schools use Towards Wholeness K-6?

Teachers may wish to use Toward Wholeness:

- in both programs and units. This can be incorporated, for example, as prefacing comments to programs or as page references in units;
- as an evaluation tool to evaluate the place and effectiveness of values and materials in their entire teaching curriculum;
- as a basis for parent/teacher information gatherings - a source of information and a stimulus for discussion of content and values at a parent forum and/or in any classroom teaching situation;
- as a source book for individual teachers in the context of:
 - teacher background reading;
 - classroom preparation and program development;
 - teaching materials;
 - staff meetings at all levels;
 - individual or group enquiries from students.

A Catholic Perspective on the Human Person

Central to Towards Wholeness K-6 is a Catholic understanding of the nature of the human person.

The Catholic belief is that all human beings are created in the image and likeness of God. We are able to know and love our Creator and to share in the Creator's life. This is the foundation of the dignity of every person.

Endowed with a soul, we possess intellect and free will and, when guided by sound conscience, we reach fulfilment in the love of God, neighbour and self.

We are called to grow to maturity, to live a full life, to participate in the unfolding of God's creative work. The natural contexts for this are the family, the Church and the community.

Our sexuality is an essential part of our identity and its legitimate expression is a source of joy. Through procreation we share in and respond to God's creative power.

As we grow in wisdom and maturity, we become ever more capable of responding to God's invitation to support the growth of others, to make rational and generous choices, to build up society and to live as fully developed human beings according to God's plan.

The task of the Christian family, community and school is to foster the development of those skills, attitudes and values which enable growth to full human potential to occur.

(For an expansion of the above, see the Second Vatican Council's Pastoral Constitution of the Church in the Modern World (Gaudium et Spes). A useful summary of the Christian view of humanity is to be found in the Catechism of the Catholic Church, Section 2, Chapter 1, paragraph 6).

Note: The Towards Wholeness K-6 document can be downloaded from the Catholic Education Commission's (CEC) NSW website <http://www.cecsw.catholic.edu.au/> or refer to the Appendix section of this document.