

PDHPE Faculty

CANTERBURY GIRLS HIGH SCHOOL



PDHPE-

- ▶ Personal
- ▶ Development
- ▶ Health
- ▶ Physical
- ▶ Education

PDHPE is a compulsory subject for years 7-10. It is half practical/theory.

Year 7: 2 Practical / 2 Theory lessons per cycle



	Theory	Practical
Term 1	It's personal	Fundamental Movement Skills & Creative Dance
Term 2	Empower each other	Athletics & Net/court games
Term 3	Healthy Choices	Healthy Choices
Term 4	Safe Living	Safe Living

Year 7 PDHPE

Students engage in a range of individual and group practical activities to develop their fundamental movement skills, build confidence, improve co-ordination and enhance social interactions.

In theory lessons students engage using written, verbal and ICT communication skills with PDHPE content. Students learn to utilise google classroom and other related ICT tools to enhance their understanding of course concepts.

Students topics relate to Puberty, relationships, communications, managing challenges and changes, managing bullying, power in relationships, healthy eating, physical activity guidelines, managing wellbeing, sun safety, road safety and water safety.

Year 8- 2 prac/1 theory (sem 1) 2 theory/1 prac (sem 2)



	Theory	Practical
Term 1	Power in relationships	Rhythmic Gymnastics
Term 2	All around the world	All around the world
Term 3	Risky Business (alcohol/drug use)	Striking and Fielding Games
Term 4	Active Lifestyles	Active Lifestyles

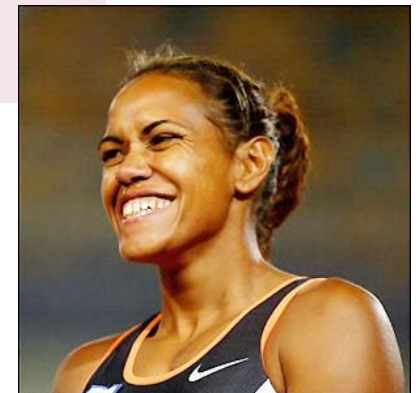
Year 9- 2 prac/ 2 theory per cycle



	Theory	Practical
Term 1	Equity & Equality	Equity & Equality
Term 2	Promoting Physical Activity & How to manage it all	Promoting Physical Activity & Social dance
Term 3	R U OK? (mental health)	How did I go? (feedback to improve performance)
Term 4	Relationships	Invasion games (tactical play)

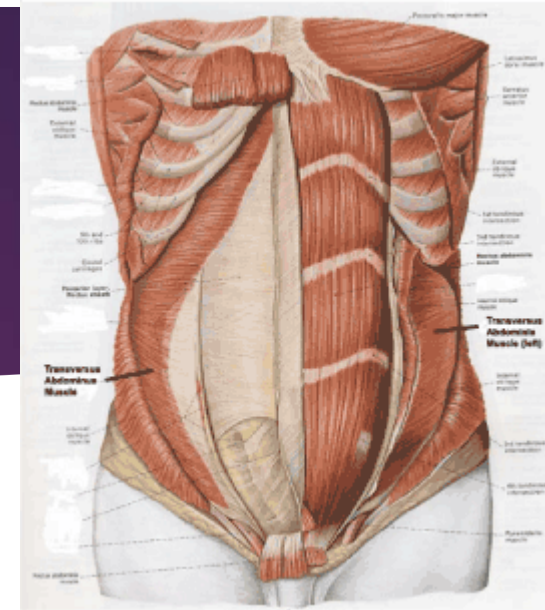
Year 10- 2 prac/ 2 theory per cycle

	Theory	Practical
Term 1	Mind, body, soul	Mind, body, soul
Term 2	3,2,1 action	Striking/fielding games & leisure & recreation
Term 3	Risk Taking	Invasion games
Term 4	We are Australian	We are Australian & Life Ready



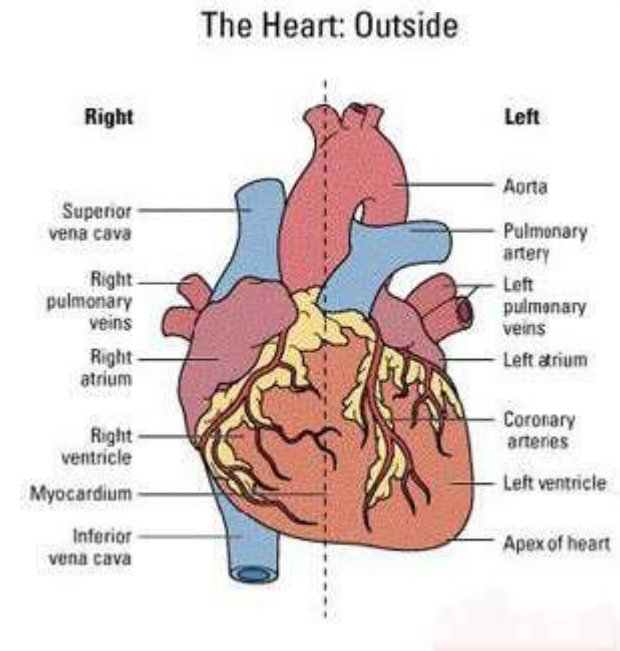
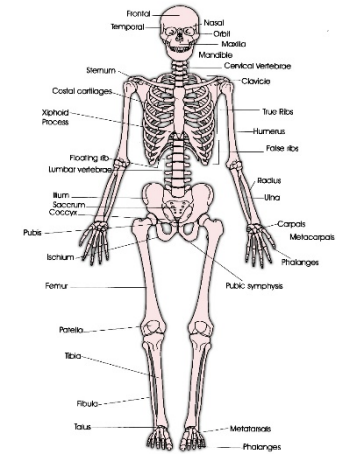
Years 9/10 PASS- Elective

- ▶ *Physical Activity & Sports Studies*
- ▶ *An elective option for Year 9/10 that promotes the concept of learning through movement.*
- ▶ The aim of the PASS syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.



Years 9/10 PASS- Elective

- **Topics:**
- Body Systems and Energy for Physical Activity
- Physical Fitness
- Fundamental Movement Skill Development
- Lifestyle, Leisure and Recreation
- Coaching
- Nutrition and Physical Activity
- Participating with Safety
- Physical Activity and Sport for Specific Groups



Year 9/10 Child Studies- Elective

- ▶ *An elective option for Year 9/10 that enables students to understand the importance of positive child development in society.*
- ▶ The aim of the CHILD STUDIES syllabus is to develop student knowledge and skills to positively influence the wellbeing and development of children in the early years of life.
- ▶ We have a real care e-baby that is utilised in learning activities for students to use



Year 9/10 Child Studies- Elective

- Preparing for parenthood
- Conception to birth
- Newborn care
- Stages of growth and development
- Family interactions
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children with additional needs
- Childcare services
- Media and technology in childhood
- Indigenous Culture and Childhood
- Working with children



Yr 11 & 12 SUBJECTS OFFERED

- ▶ PDHPE (Personal Development, Health & Physical Activity)
- ▶ CAFS (Community & Family Studies)

Years 11/12 PDHPE

- ▶ The aim of PDHPE think critically about key issues in sport/health to make informed decisions that support and contribute to healthy, active lifestyles and communities.
- ▶ 2 unit course
- ▶ Category A (Goes towards an ATAR)
- ▶ No regular practical lessons
- ▶ HSC Exam

Years 11/12 PDHPE

Preliminary Course	HSC Course
Core Strands (60% total) <ul style="list-style-type: none">• Better Health for Individuals (30%)• The Body in Motion (30%)	Core Strands (60% total) <ul style="list-style-type: none">• Health Priorities in Australia (30%)• Factors Affecting Performance (30%)
Options (40% total) <p>Select two of the following options:</p> <ul style="list-style-type: none">• First Aid (20%)• Composition and Performance (20%)• Fitness Choices (20%)• Outdoor Recreation (20%)	Options (40% total) <p>Select two of the following options:</p> <ul style="list-style-type: none">• The Health of Young People (20%)• Sport and Physical Activity in Australian Society (20%)• Sports Medicine (20%)• Improving Performance (20%)• Equity and Health (20%)

Years 11/ 12 PDHPE

Preliminary Course

- ▶ **Core Strands (60% total)**
- ▶ • Better Health for Individuals (30%)
- ▶ • The Body in Motion (30%)
- ▶ **Options (40% total)**
- ▶ Select two of the following options:
- ▶ • First Aid (20%)
- ▶ • Composition and Performance (20%)
- ▶ • Fitness Choices (20%)
- ▶ • Outdoor Recreation (20%)

HSC Course

- ▶ **Core Strands (60% total)**
- ▶ • Health Priorities in Australia (30%)
- ▶ • Factors Affecting Performance (30%)
- ▶ **Options (40% total)**
- ▶ Select two of the following options:
- ▶ • The Health of Young People (20%)
- ▶ • Sport and Physical Activity in Australian Society (20%)
- ▶ • Sports Medicine (20%)
- ▶ • Improving Performance (20%)
- ▶ • Equity and Health (20%)

Years 11/12 CAFS

- ▶ Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.
- ▶ Category A subject (Goes towards an ATAR)
- ▶ 2 unit
- ▶ Theory based with IRP (Individual Research project)



11/12 CAFS

Preliminary course modules (100% total)	HSC course core modules (75% total)
Resource Management <ul style="list-style-type: none"> Basic concepts of resource management. Indicative course time: 20%	Research Methodology <ul style="list-style-type: none"> Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25%
Individuals and Groups <ul style="list-style-type: none"> The individual's roles, relationships and tasks within and between groups. Indicative course time: 40%	Groups in Context <ul style="list-style-type: none"> The characteristics and needs of specific community groups. Indicative course time: 25%
Families and Communities <ul style="list-style-type: none"> Family structures and functions, and the interaction between family and community. Indicative course time: 40%	Parenting and Caring <ul style="list-style-type: none"> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25%
	HSC course option modules (25% total) Select one of the following options:
	Family and Societal Interactions <ul style="list-style-type: none"> Government and community structures that support and protect family members throughout the life span. Indicative course time: 25%
	Social Impact of Technology <ul style="list-style-type: none"> The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%
	Individuals and Work <ul style="list-style-type: none"> Contemporary issues confronting individuals as they manage roles within both family and work environments. Indicative course time: 25%

Years 11/12 CAFS

IRP- individual Research Project

- ▶ As part of the HSC, students are required to complete an Independent Research Project in the context of the HSC core module — Research Methodology. The IRP forms part of the internal HSC assessment program. The focus of the Independent Research Project should

be related to the course content of one or more of the following areas:

- ▶ • individuals
- ▶ • groups
- ▶ • families
- ▶ • communities
- ▶ • resource management.
- ▶ The Independent Research Project consists of three parts:
 - ▶ (i) the project plan- • provides an initial summary and outline of the complete research process.
 - ▶ (ii) the project diary • is a record of an ongoing process, records values, attitudes and feelings, reflects honestly on problems encountered and their solutions, records conversations, contacts, readings and sources of secondary data, reflects the proposed timeline.
 - ▶ (iii) the product. • is independent; that is, it is the student's own work, based on an area of interest related to the course content is research based, meaning that the students should 'find something out' or add to their existing knowledge should reflect the time and commitment allocated to it in the overall context of the course.

Physical Activity Facilities:

- MPC- Indoors basketball court
- 2 courts
- Indoor Table tennis area
- Playfair Gym (Fitness circuit)
- Large grassed oval
- Dance Studio

Facilities

