

PDHPE Skills


The PDHPE syllabus provides a unique opportunity for students to develop skills and practices relating to their health, safety, wellbeing and participation in physical activity. At the core of PDHPE, students explore, strengthen and refine skills across three domains:

- self-management
- interpersonal
- movement skills.

These skills contribute to student learning, development and their ability to live healthy, safe and active lives. Opportunities to develop skills are identified by codes at the end of the relevant content.

For example:

Students:

- practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments **M** 

Students are provided with an opportunity to develop at least one skill from each domain across each stage of learning. Schools have the flexibility to address each domain in a manner that reflects their own context, ethos and needs of students.

Self-management skills (S)

Self-management skills are intended to build a student's capacity to be confident, independent, optimistic and resilient. These skills enable students to become self-aware and develop and refine self-monitoring and self-evaluative behaviours. The power of self-management is its emphasis on building a feeling of greater control over one's own behaviour, ability to manage and cope in stressful situations and take personal responsibility for one's actions. The self-management domain includes decision-making, problem-solving and help-seeking skills which are important for managing healthy, safe and active lifestyles.

- **Skills for strengthening personal identity**
 - building self-concept, self-confidence and self-esteem
 - self-monitoring of thoughts and feelings
 - self-evaluation
 - goal-setting
 - resilience
 - perseverance.
- **Self-awareness**
 - recognises emotions
 - develop greater control and responsibility for our actions, feelings and behaviours
 - awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses.
- **Emotion and stress management**
 - optimistic thinking
 - coping skills
 - time management.
- **Decision-making and Problem-solving**
 - information-gathering
 - finding solutions to problems
 - analysis.
- **Help-seeking**
 - recognising when help is needed
 - accessing support and support networks.

Interpersonal skills (I)

Interpersonal skills build a student's capacity to effectively relate to and interact with other people. Children and young people learn and develop interpersonal skills through interactive experiences that involve various forms of communication and collaboration. They build empathy by learning to respond and understand others and their points of view. Building skills in negotiation, refusal, conflict management and being able to confidently express feelings will support students to build and manage relationships that are caring and respectful.

- Communication skills
 - verbal/non-verbal communication
 - active listening
 - expresses feelings/ gives feedback (without blame) and receives feedback.
- Collaboration, inclusion and relationship building
 - expresses respect for others' contributions
 - fosters connectedness
 - uses abilities and strengths
 - assesses own abilities and contributes back to the group.
- Empathy building
 - demonstrates active listening behaviours and expresses understanding of others' needs and circumstances
 - negotiation and conflict management
 - assertiveness
 - refusal skills.
- Leadership and advocacy
 - influencing skills and persuasive skills
 - networking and motivation skills.
- Social awareness
 - appreciates difference and diversity
 - contributes to their community.

Movement skills (M)

Movement skills are important for the development of children and young people. They enable students to engage in and enjoy the benefits of regular, vigorous physical activity. Developing fundamental movement and tactical movement skills in PDHPE and sport provides students with the opportunity to experience efficient movement, the health effects of movement, and to participate in lifelong physical activity as confident, creative and competent movers.

- Fundamental movement
 - stability/ body control (spatial awareness, balance, coordination)
 - object control (body positioning, control, rotation, direction, force and precision)
 - locomotor skills (travel, rhythm, body control, coordination, safe landing, precision, agility, direction)
 - sequencing/combination skills (connects a variety of skills to perform movement sequences, transitions from one skill to another)
- Tactical movement
 - selection, application, transference, adaptation and evaluation of movement skills
 - application of movement concepts, rules, strategies and tactics
 - assessment of rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.