

PDHPE K–6 Syllabus – Nutrition Content

Stage	Outcomes	Key inquiry question	Content
Early Stage 1	<p>PDe-2: Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p> <p>PDe-6: Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity</p>	<i>What helps us to stay healthy & safe?</i>	<ul style="list-style-type: none"> ➤ Explore foods that contribute to good health and healthy eating habits 🌱🍷🍷 ➤ Discuss the advantages of customary diets of Aboriginal peoples on country ➤ Recognise what makes an environment safe and supportive, eg vegetable garden 🌱🍷🍷 ➤ Recognise that media present messages which may be true or false
Stage 1	PD1-6: Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity	<i>How Can I be responsible for my own, and others health, safety and wellbeing?</i>	➤ Identify and participate in opportunities that promote healthy decisions. 🌱🍷
	PD1-7: Explores actions that help make home and school healthy, safe and physically active spaces	<i>How can I act to help make my environments healthy, safe & active?</i>	<ul style="list-style-type: none"> ➤ Identify food groups and explore how eating healthy foods and drinks can benefit health and wellbeing 🌱🍷 ➤ Explore reasons for personal food choices and eating habits 🍷🍷🍷 ➤ Implement sustainable practices in the classroom to improve the health and wellbeing of the class, e.g. developing class rules, opportunities to eat fruit and drink water, regularly scheduled movement breaks I M 🌱🍷🍷
	PD1-9: Demonstrates self-management skills in taking responsibility for their own actions	<i>What influences my decisions and actions to be healthy, safe and physically active?</i>	<ul style="list-style-type: none"> ➤ Create a meal using bush tucker ingredients that take into account the cultural significance of bush food. ➤ Recognise the benefits of bush tucker as part of a healthy diet ➤ Describe choices and factors that have an impact on their own and others' health and safety, e.g. smoking, <u>fast food</u>, pollution, participating in physical activity I 🌱🍷🍷 ➤ Explore media health messages and slogans and describe the decisions and behaviours they encourage I 🌱🍷

Stage 2	<p>PD2-6: Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p>PD2-7: Describes strategies to make home and school healthy, safe and physically active spaces</p>	<p><i>How can I contribute to promote healthy, safe and active communities?</i></p>	<ul style="list-style-type: none"> ➤ Explore options to promote healthy eating, eg identify healthy and unhealthy snack foods 🍷
		<p><i>How can I take action to enhance my own and others health, safety, wellbeing and participation in PA?</i></p>	<ul style="list-style-type: none"> ➤ Recognise practices that prevent lifestyle disease and support their own and others health eg balanced eating habits 🍷🍷 ➤ Take action to plan, promote and adopt healthy food and drink choices that support sustainable practices at home and at school, e.g. healthy cooking S I 🍷🍷🍷🍷
		<p><i>What skills and strategies do we need to be healthy, safe and empowered?</i></p>	<ul style="list-style-type: none"> ➤ Share ideas, feelings and opinions about the influences of peers and significant others on various issues, eg eating habits and nutrition ➤ Explore the influence of environment and culture on their own and others health choices in relation to food practices at home and at school, eg edible gardens, healthy canteens ➤ Discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey, eg food choices
Stage 3	<p>PD3-6: distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7: proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>	<p><i>What actions positively influence the health, safety and wellbeing of my community?</i></p>	<ul style="list-style-type: none"> ➤ plan for healthy food and drink habits which reflect the Australian Government dietary guidelines and advice for children S 🍷🍷🍷 ➤ compare food labels and suggest ways to improve the nutritional value of meals S 🍷🍷🍷🍷 ➤ Analyse the changing influences on the diets of groups within Australia, eg Aboriginal and Torres Strait Islander Peoples ➤ describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, e.g. not crossing the road when wearing headphones, swimming with supervision, <i>choosing healthy snacks</i>, wearing sunscreen S 🍷🍷🍷 ➤ identify situations where personal choices can influence their own and others' health, e.g. selecting and preparing healthy food, smoking, recycling, risk-taking S I 🍷