# Personal Development, Health and Physical Education (PDHPE) 7–10 (2024): Propositions

The *PDHPE 7–10 Syllabus* (2024) is shaped by the 5 PDHPE propositions:

* Focus on educative purpose
* Take a strengths-based approach
* Value Movement
* Develop health literacy
* Include a critical inquiry approach

The propositions are interrelated and should guide teachers in their teaching, learning and assessment.

### Focus on educative purpose

The *PDHPE 7–10 Syllabus* (2024)focuses on purposeful learning and builds a shared understanding of why the learning is important. A focus on educative purpose prioritises ongoing opportunities for student learning and development.

For students to develop an understanding of the dynamic nature of safety, health, wellbeing and lifelong physical activity, there should be an emphasis on the *PDHPE 7–10 Syllabus* (2024) outcomes and content rather than on general public health concerns.

The *PDHPE 7–10 Syllabus* (2024)provides:

* ongoing, developmentally appropriate and explicit learning about safety, health, wellbeing and physical activity
* learning opportunities to practise, apply and evaluate the knowledge, understanding and skills needed to live safe, active and healthy lives.

### Take a strengths-based approach

Taking a strengths-based approach in PDHPE 7–10 affirms that students:

* possess strengths, capacities and capabilities that can be supported and developed to improve their own and others’ safety, health, wellbeing and participation in physical activity
* have varying levels of access to personal and community resources and recognise the role of the community in supporting them.

A strengths-based approach aligns with the national preventative health strategy that encourages students to draw on their own and others’ strengths, capacities, capabilities and resources to develop knowledge, understanding and skills to make safe, active and healthy choices.

### Value movement

The *PDHPE 7–10 Syllabus* (2024) focuses explicitly on the value of movement, physical activity, physical literacy and physical education. It concentrates on developing the movement skills and concepts students need in order to participate in physical activities with increasing confidence and competence. The knowledge, understanding and skills students develop through movement in PDHPE 7–10 will assist them to:

* develop an understanding of how and why we move and how we can improve physical performance
* experience challenges and opportunities to enhance a range of personal and social skills and behaviours that contribute to safe, active and healthy lifestyles
* participate in ongoing physical activity across their lifespan to achieve positive health outcomes.

### Develop health literacy

The *PDHPE 7–10 Syllabus* (2024) provides opportunities for students to enhance their understanding of how to access and use health information and services to promote and maintain safety, health, wellbeing and engagement in lifelong physical activity.

PDHPE 7–10 supports students in developing knowledge, understanding and skills related to functional, interactive and critical dimensions of health literacy.

* **Functional dimension:** researching and applying information relating to knowledge and services in order to respond to a health-related question**.**
* **Interactive dimension:** actively and independently engaging with a health issue and applying new information to changing circumstances.
* **Critical dimension:** selectively accessing and critically analysing health information from a variety of sources to take action to promote safety, health, wellbeing and physical activity for themselves and others.

### Include a critical inquiry approach

A critical inquiry approach in the *PDHPE 7–10 Syllabus* (2024) supports students to apply their knowledge, understanding and skills through analysing and critiquing the social, cultural, scientific and political factors that influence their health and wellbeing. Students build on their knowledge by recognising these influences on health and wellbeing practices, and that these influences are in part socially constructed. A critical inquiry approach requires students to evaluate diverse strategies for supporting positive outcomes for all.

A critical inquiry approach supports students to:

* recognise that values, behaviours, priorities and actions reflect varying contextual factors and influence the way people live
* develop an understanding that individuals and groups have diverse interests and influences in relation to health practices and physical activity participation, and therefore require different approaches and strategies.

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