

Personal Development

Upper primary
Syllabus 2003

Section 1

Curriculum Information



Papua New Guinea
Department of Education

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The Personal Development Subject Advisory Committee as well as community members, teachers, inspectors, educators and representatives from government and non-government organisations have developed this syllabus through meetings, workshops and trialing.

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Secretary's Message

The current reforms in education have been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of vernacular languages in schools, the introduction of Elementary Schools and the expansion of Primary schooling to grade 8 and increased access to Grades 9 and 10.

This syllabus is to be used by Upper Primary (Grades 6, 7 and 8) students in Primary schools throughout Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes flowing from Lower Primary (Grades 3, 4 and 5). This syllabus provides a sound foundation for further learning in the reformed school system.

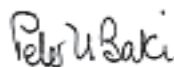
Students' language abilities already gained in their home environments and during the previous years of schooling must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

The Upper Primary Personal Development Syllabus is based on the Curriculum Principles of Our Way of Life and Integral Human Development that focus on healthy living, an active lifestyle, pride in our culture, lifestyle and values, the importance of relationships, and living and working together harmoniously. Students will play an informed role in both individual and community actions that will foster physical, social, emotional, mental and spiritual wellbeing.

This syllabus addresses a wide range of personal, social and community health issues such as reproductive health, growth in population, nutrition, physical activity, safety, HIV and AIDS, drugs and alcohol, the abuse of freedom and rights and peer pressure. Topics of this nature are important issues facing our society today.

Consultation and cooperation between school, home and community will ensure the topics are addressed in a way that supports the role of parents and is sensitive to the values, attitudes, beliefs and practices of the community. All students, both female and male, should be encouraged to participate in all activities to enable them to reach their full potential in all aspects of their lives, and to realise the importance of being a respected, responsible citizen.

I commend and approve this syllabus as the official curriculum for Personal Development to be used in all Upper Primary schools throughout Papua New Guinea.



Peter M. Baki
Secretary for Education

Introduction

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 6, 7 and 8 in Personal Development. These are expressed as learning outcomes and indicators.

The learning outcomes are student centred and written in terms that enable them to be demonstrated, assessed or measured. The outcomes are written to show a progression from one grade to the next.

Each learning outcome is illustrated with a list of examples of the kinds of things students should be able to do, know and understand if they are achieving an outcome. These are called indicators.

The learning outcomes and indicators will:

- give teachers, individually or collaboratively, the flexibility to write programs and units of work – these can be developed to suit local conditions and individual student needs,
- help teachers assess and report students' achievements in relation to the learning outcomes,
- allow student achievement of the outcomes to be described in consistent ways,
- help teachers monitor student learning,
- help teachers plan their future teaching programs.

Personal Development draws together a number of previously separate subjects such as health and physical education and elements of community life, home economics, basic technology and elements of guidance into one comprehensive course.

The course provides opportunities for students to practise the necessary skills to make informed and responsible decisions about their well-being and the well-being of their society.

The Years 6 - 8 Personal Development syllabus forms part of a continuum of learning across all levels of schooling. Concepts that reflect the curriculum principles underpinning Our Way of Life and Integral Human Development are addressed along the continuum. The learning outcomes describe the progression of learning in the Personal Development area that students will typically follow over their years of schooling.

Personal Development is to be timetabled for 240 minutes per week in all Upper Primary schools.

Rationale

At Upper Primary, students are at different stages of development. While they continue to witness and experience the many social problems and issues faced today, they are also daily challenged by changes that are occurring in their physical, social and emotional development, as well as the changes that are occurring in society.

They are becoming increasingly aware of their sexuality, and the changes associated with puberty. Individuals and the community have different expectations and responsibilities associated with these changes.

Students at this stage are interested in different types of relationships: with friends, family, social, cultural and sporting groups and the attitudes, values and behaviours of their peers increasingly influence them.

Students will be confronted with decisions about issues associated with their health such as what they eat, the environment, what physical activity they undertake, how to prevent illness and disease, and the pressures associated with the use of drugs and alcohol.

It is important that students appreciate and value their own culture and respect the culture of others. They are reaching a stage where they will have to make decisions about their behaviour based on their cultural beliefs, values, and moral and ethical reasoning. Students must understand and respect the values associated with family, community and national rules and laws, and work to uphold those laws to ensure freedom from violence and abuse in Papua New Guinean society.

The learning experiences in this syllabus will assist students to become competent in making informed decisions about their lifestyle. It also equips them with skills and understanding to contribute to the health and well-being of their family and community and to the future of Papua New Guinea. In addressing these issues, the Personal Development syllabus will contribute to the goals of the National Curriculum and will complement the studies in each of the other subjects.

Curriculum Principles

Curriculum Principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs. The Curriculum Principles assist in identifying of knowledge, skills, processes and values explicitly stated in the Outcomes, Indicators and Content Overview of the syllabus.

The Personal Development principles should guide teachers in what they teach, how they teach and how students learn and apply their learning.

Our Way of Life

Cultural relevance

Personal Development acknowledges the traditional and religious taboos in some societies concerning the discussion of issues on spirituality, intimate relationships, sexuality, and sensitive issues such as family planning, reproductive health, sexually transmitted illnesses and HIV and AIDS. Discussion of these issues in some societies may be taboo. Respect for these taboos is essential and will influence the ways in which these issues are addressed as part of the Personal Development program.

Bilingual education

Although English will be used as the main language of instruction, students should be provided with opportunities to use their vernacular to communicate orally or in writing in real life problem-solving and decision-making situations to make learning more meaningful. Personal Development learning experiences recognise and support the diverse languages spoken in Papua New Guinea.

Multiculturalism

It is important for the curriculum to look at people's customs within a cultural context. The Personal Development subject should encourage students to recognise that people living in groups adapt to their surroundings and to one another by means of a culture they learned while growing up.

The students learn to appreciate and value other peoples' cultures even though they present them differently, and to appreciate that customs and traditions affect both the expectations and reactions of people.

Personal Development encourages students to make decisions about their behaviour based on the knowledge and values they hold to be important, because they form the basis of beliefs, attitudes and moral and ethical living.

Integral Human Development

The right to healthy living

Personal Development provides opportunities for students to know how to interact with each other and develop physically, mentally and socially to their fullest potential in order to live productively in Papua New Guinean society.

Personal Development addresses health issues that are important for people in Papua New Guinea and helps students develop skills to promote their own health and the health of their community. They also learn about health care practices to prevent or reduce the risk of illness and disease. The students will also develop appreciation and enjoyment of skills in various activities.

Taking part in physical activity such as games and sports and dance and fitness activities is an important part of Personal Development, and contributes to healthy living. These activities should be part of experiences for students of all abilities.

Nation building and citizenship

The Papua New Guinea Constitution gives its citizens rights, freedom and responsibilities, and also provides rules and laws to protect these rights and freedom. Personal Development reflects the Constitution and emphasises the rules and laws of families, communities and the Nation, as well as the duties and obligations each citizen has in relation to these laws. Students are encouraged to treat each other equally and fairly regardless of race, place of origin, beliefs, religion and sex.

Catering for diversity

The approaches used in Personal Development lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both girls and boys, and all students should have equal access to the knowledge and skills that schools provide. Teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Teaching and Learning

In Primary schools, generalist teachers often prefer to use an integrated approach to teaching and learning. The teacher creates a program that is meaningful, appropriate, engaging and motivating to the students. The use of learning outcomes provides opportunities to integrate the curriculum.

Teachers should map out the learning outcomes for those parts of the syllabus that they are intending to teach in the coming term or year. Where there is more than one teacher across a grade, this should be done as a small team.

Teachers in the school with leadership responsibilities should be invited to attend and support this planning process. While carrying out this process, links between learning outcomes for different subjects should be noted, as there is scope for combining and using these outcomes in an integrated approach to teaching.

For example, a Language learning outcome might refer to the use of questionnaires and holding discussions with community members and a Making a Living learning outcome may also do this. In this way evidence of the achievement of these outcomes can be provided in more than one subject.

Inclusive Curriculum

Curriculum options in Personal Development should be broad enough for students to have equal opportunities to reach their maximum potential. All learners should have equitable access to and participation in all aspects of the teaching and learning process, regardless of location, gender, ethnicity, ability, disability and socioeconomic circumstances.

Relevance

The Personal Development Syllabus helps prepare students for productive community living. Personal Development provides students with opportunities to make connections between their linguistic, cultural, everyday knowledge and experience and the knowledge and skills being developed in the classroom. Students' background knowledge may come from a number of sources: community knowledge, local knowledge and personal experience. This should be recognised as important by teachers in planning programs and learning experiences.

Student-centred Learning

Students of Personal Development should be given opportunities to work independently, in small and large groups, in formal lessons, in self-selected activities and informal learning contexts. Personal Development provides unique opportunities for direct experiences in developed and natural environments. This use of a variety of environments increases opportunities for interacting with others. Activities should encourage spontaneity and a flexible approach to accepting the changes and challenges in constantly changing environments.

This student-centred approach acknowledges that student's needs influence their learning, and learning approaches should respond to the similarities and differences in student's characteristics. Students need to be actively involved in the learning process and, as students will learn when they are enjoying themselves and when they are interested, teachers should build on these strong motivational sources of learning.

Integration

School programs will be developed around learning outcomes in the Personal Development syllabus, and there are many opportunities to teach Personal Development in an integrated way, linking with outcomes from other subjects.

The integration of various aspects of the curriculum provides students with an understanding of the way in which aspects of their world are linked.

Personal Development teaching strategies

The nature of Personal Development will demand teachers and students use teaching strategies that will enable students to develop the ability to communicate, make decisions or solve problems. If students are to become self-directing, teachers need to adapt the role of a facilitator and provide challenging lessons that involve the students as active learners.

The selection of content and teaching strategies will influence the success of teachers in enhancing the desired development of students. Therefore the following Personal Development strategies will support the achievement of outcomes.

Gathering information involves:

- research, finding information from a variety of sources, such as books, journals, radio, television, internet, resource personnel,
- using questionnaires, surveys and interviews,
- organising and categorising the information gathered,
- directly observing behaviour or performance,
- investigating by doing.

Analysis and processing includes:

- examining, explaining, reasoning or suggesting solutions to arguments,
- making judgments,
- interpreting information through a process of critical evaluation,
- assessing the relevance of information,
- applying problem-solving and decision-making skills,
- identifying and clarifying values, deciding what to believe,
- considering options.

Planning and action includes:

- defining outcomes and consequences,
- discussing options and outcomes,
- setting goals,
- developing strategies for achieving goals,
- cooperating in a group task,
- engaging in community action,
- creating solutions.

Aims

Students develop:

- self esteem and social and physical well-being,
- the motivation to become part of a moving force for social change that improves the quality of life,
- body movement skills and physical fitness,
- an ability and commitment to make and act upon informed and responsible health decisions,
- the willingness to participate and to cooperate as part of a team in community activities,
- problem-solving and decision-making skills at appropriate levels,
- a commitment to live useful and productive lives,
- a spirit of enjoyment, appreciation and tolerance of their own and other cultures,
- a sense of personal worth through healthy mental, physical and spiritual growth,
- moral values and standards of personal conduct based on integrity, respect and consideration for others.

Content Overview

The content for this syllabus is organised into five Strands, each with two, three, four or five Sub-strands. A Strand such as Relationships is a useful and convenient way of organising the learning outcomes for a subject.

Each Strand identifies a particular aspect of a subject or a particular theme such as a set of processes. Each Strand displays a typical progression of learning from one grade to the next.

Each Strand is further organised into Sub-strands to allow the content to be specified and described as learning outcomes.

Personal Development is organised into the following Strands:

- Relationships,
- Movement and Physical Activity,
- Our Culture, Lifestyle and Values,
- Health of Individuals and Populations,
- Living and Working Together.

Relationships has four Sub-strands: Interactions in Relationships and Groups, Cultural and Personal Identity, Changing Roles and Responsibilities and Managing Relationships.

Movement and Physical Activity has five Sub-strands: Movement Skills, Fitness for Health, Safety, Leisure and Recreation and Roles and Responsibilities.

Our Culture, Lifestyle and Values has two Sub-strands: Lifestyle and Changes and Culture and Values.

Health of Individuals and Populations has five Sub-strands: Growth and Development, Nutrition, Personal Health and Safety, Community Health and Use of Drugs and medicines.

Living and Working Together has four Sub-strands: Good and Fair Leaders, Respecting Rights and Freedom, Making Choices and Rule of Law.

Relationships

This strand focuses on:

- interactions within various relationships and groups and the elements associated with them in the context of family, peer, community or marriage relationships,
- the development of cultural and personal identity and how to maintain identity with the use of good communication skills such as negotiation, conflict resolution, decision making and the development of positive self esteem,
- changing roles and responsibilities, expectations and relationships as people grow in different environments, such as kinship and community environments, school and work cultures,
- the way gender, culture, ethnic beliefs and values and sexuality shape our identity and relationships,
- how people relate to each other and manage transitional stages in their development, especially at adolescence,
- skills to deal effectively with harassment, bullying, uncooperative behaviour and pressures from peers.

Movement and Physical Activity

This strand focuses on:

- movement skills and patterns with coordinated actions of the body in different environments and activities,
- fitness and its influence on health and performance, including cultural images of body shape, and community and social expectations about fitness,
- the role of safe practices and a safe environment in participation in physical activities,
- leisure and recreational activities as avenues to develop and maintain relationships as well as keep fit and healthy,
- roles and responsibilities in participating in physical activities and in planning, coordinating, implementing or promoting various physical activities,
- opportunities to participate in a range of physical activities for students of all abilities.

Our Culture, Lifestyle and Values

This strand focuses on:

- our culture with diverse customs, cultural celebrations and the roles and responsibilities which a member of a society is expected to understand and practise,
- changing lifestyles based on cultural, environmental and economic changes,
- the impact of lifestyle changes on diet, attitudes and behaviour, and the choices and decisions made by individuals,
- the values and beliefs expressed through different symbols, rituals, cultural and religious practices and the influences of those beliefs and values on the lives of people,
- respect for and acceptance of other cultures,
- the opportunities and choices available to contribute to a healthy lifestyle.

Health of Individuals and Populations

This strand focuses on:

- the health needs of people at different stages of growth and development, and the physical, social and emotional influences on growth and development,
- understanding sexuality and sexual health, the structure and function of the reproductive systems, and the physical, social and emotional changes and concerns that characterise puberty,
- the behaviours, roles and responsibilities associated with sexuality and with changing personal, social and cultural views on sexuality,
- food choices to meet nutritional needs, to promote health and prevent illness and diseases, and the planning and preparation of food and meals using safe and hygienic food preparation methods including the influences of changes in the environment on food choices, diet and health,
- ways of responding to situations that are challenging, unsafe or risky, including issues of personal safety, the environment, communicable and non-communicable diseases, drug use, the risk of HIV and AIDS and sexually transmitted illnesses,
- access to community health services such as health clinics, immunisation programs, pregnancy information, dental services, as well as to clean water and sanitation,
- the beneficial and harmful effects of drug use, and the concerns associated with tobacco, alcohol and drug use.

Living and Working Together

This strand focuses on:

- making choices as a member of a family and a community and how each person's choices contribute to personal, family and community life,
- how individuals make choices for their benefit and the benefit of the community,
- the influences over choices and how to overcome negative influences,
- the process of making decisions by looking at options and the consequences of the decisions on individuals and communities,
- participating in resolving issues and making decisions as part of a collaborative process,
- the special characteristics, skills, qualities and concerns for others that people expect of good and fair leaders,
- the roles and responsibilities of leaders as role models in the society,
- familiar rules and laws of families and communities and the role, functions and purposes of laws in our society,
- how rules and laws are regulated and controlled, and what effects and benefits they have on the lives of people,
- the duties and obligations individuals have in relation to the laws created by society,
- respecting the rights and freedom of individuals and the choices and decisions they make,
- an understanding of what happens if the rights of people are violated or abused,
- good citizenship and the expectation that individuals will respect and exercise their rights and freedom, and not harm, disturb and violate other peoples' rights and freedom,
- the importance and value of the right of all people to freedom of expression, movement and lifestyle,
- the acts, respect, values, rights and freedom that are involved in the resolution of conflicts in our societies.

Table of Strands and Sub-strands for Personal Development

Strand	Grade 6	Grade 7	Grade 8
Relationships	<ul style="list-style-type: none"> • interactions in relationships and groups • cultural and personal identity • changing roles and responsibilities • managing relationships 	<ul style="list-style-type: none"> • interactions in relationships and groups • cultural and personal identity • changing roles and responsibilities • managing relationships 	<ul style="list-style-type: none"> • interactions in relationships and groups • cultural and personal identity • changing roles and responsibilities • managing relationships
Movement and Physical Activity	<ul style="list-style-type: none"> • movement skills • fitness for health • safety • leisure and recreation • roles and responsibilities 	<ul style="list-style-type: none"> • movement skills • fitness for health • safety • leisure and recreation • roles and responsibilities 	<ul style="list-style-type: none"> • movement skills • fitness for health • safety • leisure and recreation • roles and responsibilities
Our Culture, Lifestyle and Values	<ul style="list-style-type: none"> • culture and values • lifestyle and changes 	<ul style="list-style-type: none"> • culture and values • lifestyle and changes 	<ul style="list-style-type: none"> • culture and values • lifestyle and changes
Health of Individuals and Populations	<ul style="list-style-type: none"> • growth and development • nutrition • personal health and safety • community health • use of drugs 	<ul style="list-style-type: none"> • growth and development • nutrition • personal health and safety • community health • use of drugs 	<ul style="list-style-type: none"> • growth and development • nutrition • personal health and safety • community health • use of drugs
Living and Working Together	<ul style="list-style-type: none"> • good and fair leaders • respecting rights and freedom • making choices • rule of law 	<ul style="list-style-type: none"> • good and fair leaders • respecting rights and freedom • making choices • rule of law 	<ul style="list-style-type: none"> • good and fair leaders • respecting rights and freedom • making choices • rule of law

Assessment and Reporting

Assessment and reporting practices described here are detailed further in *The Assessment and Reporting Policy for Papua New Guinea* and in other support materials produced by the Department of Education.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' progress towards achievement of the learning outcomes described in the subject syllabuses. Teachers record evidence of students' learning and use it to make judgements about students' achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers should use a range of assessment methods including:

- observing and recording details of students' demonstration of process skills and/or their performance on particular tasks,
- setting written assignments, projects and practical work,
- setting and marking written tests and/or examinations,
- keeping portfolios of students' work.

Teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set negotiated criteria. The purpose of assessment is to improve student learning.

Assessment in Personal Development

Teachers of Personal Development can use assessment information to monitor student progress, to make decisions about student needs and to guide the planning of school and class curriculum programs.

A variety of strategies should be used to gather information about students' performance. These could include demonstrations in a range of forms: written, oral or practical.

Written: short answers, research projects, action plans, logbooks, journal entries, pictures or drawings, poster, concept maps, brochures.

Oral: presentation of data, class discussion, small group/team discussion, debates, interviews, role-plays, recorded narration, peer tutoring.

Practical: observation of performance in games, sports and other physical activities, skill drills, peer tutoring, role-plays, group performances, creation of movement sequences.

Teachers' professional judgment forms the basis for the assessment and reporting process. Decisions should be based on explicit criteria, using a range of evidence to determine demonstrations of learning outcomes. Students should be informed of the criteria so that they know what is the basis for judgment of their achievement and demonstration of the outcomes.

Reporting

Teachers must keep accurate records of students' achievement of the learning outcomes and report these achievements in fair and accurate ways to parents/guardians, teachers, students and others. Recording methods will include the following:

- journal, diary or anecdotal notes,
- portfolios,
- progressive records,
- checklists,
- work samples with comments written by the teacher.

Student reports should be based on assessment information collected from ongoing assessments and where appropriate, from external examinations (Grade 8). Schools will decide on how reports will be presented to best suit the needs of their communities.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve student learning.