The students at Fowler Road SSP have special learning needs within the behavioural and emotional areas as well as learning difficulties. Their personal histories and differences may be based on ethnicity, sex, socio-economic background, geographic isolation, culture and experience of failure within the school system. The students are predominantly male, English speakers from low socio-economic backgrounds with sometimes a third of students being Aboriginal or from a differing cultural backgrounds. The PD/H/PE syllabus offers core outcomes in knowledge and understandings, skills, and values and attitudes for the students at Fowler Road across Stages 1-4. Many of the syllabus objectives reflect the broader aims and desired outcomes for all students attending this school. The syllabus is implemented in the following ways.

1. Students have Individual Learning Programs where the focus is on developing appropriate behaviour and interaction with others. The Growth and Development and Interpersonal Relationships content strands are used to develop appropriate outcomes for students and to assist in giving ideas for classroom work which will enable students to work on appropriate areas. For example:

**GROWTH AND DEVELOPMENT CONTENT STRAND**
*Personal identity:* strengths, feelings, body image, setting relevant goals, gender images and expectations
*The Body:* body parts/systems/functions, senses, caring for the body, effects of illness/disease
*Changes:* response to change, changing friendships. Grief/loss, stress, coping with change
*Values:* identity, development, goals, rights and responsibilities

**INTERPERSONAL RELATIONSHIPS CONTENT STRAND**
*Relationships:* recognising individual needs, caring, trust, positive relationships, support networks
*Communication:* listening skills, expressing feelings, showing concern for others, managing conflict
*Families:* different types, changes, parenting, roles, rights and responsibilities
*Peers:* making and maintaining friendships, peer influence, acting on concern for others
*Groups:* types of groups, cooperation and sharing, group membership

**SAFE LIVING CONTENT STRAND**
*Personal Safety:* protection, warning signals, identifying safe/unsafe situations, responding to unsafe situations

2. Whole-class programs also cover many of these areas. Themes are selected which give the students the opportunity to explore content in the Safe Living, Personal Health Choices, Interpersonal Relationships, Personal Health Choices, Games and Sports, Active Lifestyle, Gymnastics, Dance strands.

3. Specialist work is done in most classes in this KLA by the RFF teacher. This work includes a focus on the content strands of Growth and Development, Personal Health Choices, Safe Living, and Active Lifestyle.

4. The playground is a focus for learning in this KLA in the following content strands of Games and Sports, Safe Living and Active Lifestyle.