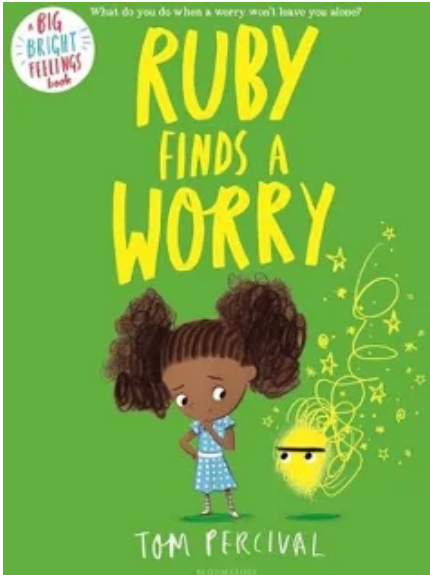


SURVIVAL (physical and emotional safety)

Need Description

All humans need physical and emotional safety. When we feel safe, our brain can focus, learn and connect with others.



Anchor Text

Ruby Finds a Worry — Tom Percival

Lesson Starter Questions

- What is a worry?
- How can worries change if we don't talk about them?
- Who can we talk to when we feel worried or unsafe?
- How do we know when our body is feeling stressed or worried?
- What helps people feel safe when they are worried?

Student Reflection Prompts

- A worry I sometimes have is...
- When I feel worried, my body might feel...
- Someone I can talk to when I feel worried is...
- Something that helps me feel calm or safe is...
- I can help a friend who is worried by...

Key Character Competencies

Regulation • Compassion • Collaboration

Bluey Episode Pairings

Copycat | Barky Boats | Typewriter

NSW PDHPE 2025 Stage Progression

ES1: Identifies trusted adults and help seeking

Stage 1: Recognises feelings and support strategies

Stage 2: Applies emotional regulation strategies

Stage 3: Evaluates support networks and coping strategies



SURVIVAL

Food
Shelter
Clothing
Warmth
Rest
Certainty
Physical health
Mental health
Physical safety
Psychological safety



BELONGING (connection, togetherness)

Need Description

All humans need connection. Feeling valued, included and cared for helps our brain and body feel safe and ready to learn.



Anchor Text

The Invisible String — Patrice Karst

Lesson Starter Questions

- What does it mean to feel connected to someone?
- Can you still feel connected to someone when they are not with you? How?
- What helps people feel like they belong in a class or group?
- How do we know when someone feels left out?
- What can we do to help others feel included and safe?

Student Reflection Prompts

- I feel connected when...
- Someone helps me feel like I belong when they...
- I help others feel included by...
- A person I feel strongly connected to is... because...
- When I feel lonely or disconnected, something that helps me is...

Key Character Competencies

Compassion • Collaboration • Regulation

Bluey Episode Pairings

Camping | Daddy Drop Off | Sleepy time

NSW PDHPE 2025 Stage Progression

ES1: Names people who help them feel safe and connected

Stage 1: Describes ways to include others and build friendships

Stage 2: Explains how relationships support wellbeing

Stage 3: Analyses how connection supports resilience and mental health



BELONGING

Touch
Respect
Friendship
Socialising
Caring
Sharing
Affection
Connection
Relatedness



POWER (achievement, capability, voice)

Need Description

All humans need to feel capable and successful.

Learning new skills, being listened to and achieving goals supports motivation and confidence.



Anchor Text

The Most Magnificent Thing — Ashley Spires

Lesson Starter Questions

- How does it feel when something is hard to learn?
- What do you usually do when something doesn't work the first time?
- Why is making mistakes important for learning?
- What does perseverance look like in learning or sport?
- How can we help someone who feels frustrated?

Student Reflection Prompts

- Something that was hard for me but I kept trying was...
- When I feel frustrated, a helpful strategy for me is...
- I feel proud of myself when...
- I know I am improving when...
- One thing I want to get better at is... and I will try by...

Bluey Episode Pairings

Bike | Baby Race | Curry Quest

Key Character Competencies

Agency • Courage • Regulation • Adaptability

NSW PDHPE 2025 Stage Progression

ES1: Recognises effort and trying again

Stage 1: Identifies strengths and learning challenges

Stage 2: Applies persistence and problem-solving strategies

Stage 3: Evaluates strategies for achieving goals and managing setbacks



POWER

Skill
Self-worth
Purpose
Co-operation
Status
Recognition
Success
Importance
Achievement
Championing a cause

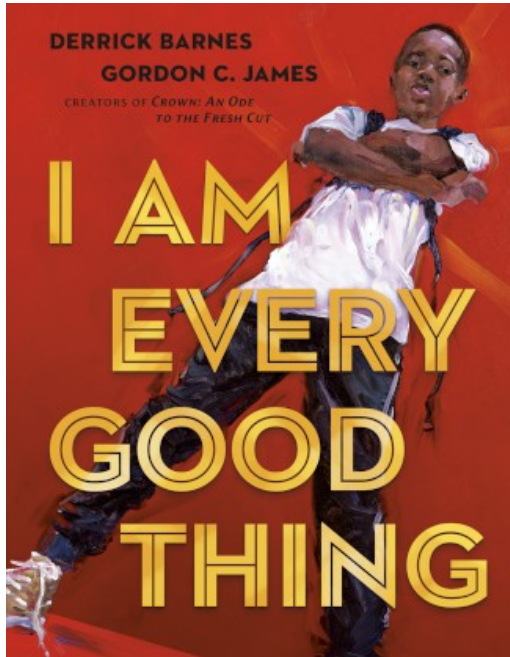


FREEDOM (choice, identity, voice)

Need Description

All humans need choice and autonomy.

Being able to express identity, make decisions and have a voice supports wellbeing and engagement.



Anchor Text

I Am Every Good Thing — Derrick Barnes

Lesson Starter Questions

- What makes each person unique?
- Why is it important to believe good things about yourself?
- How do our strengths help us in learning and friendships?
- How can we show respect for other people's identities and differences?
- What does it mean to have a voice?

Student Reflection Prompts

- Something that makes me unique is...
- A strength I am proud of is...
- I feel confident when...
- I want others to know that I am...
- One positive thing I believe about myself is...

Bluey Episode Pairings

Army | Stories | Shadowlands

Key Character Competencies

Agency • Ethical Responsibility • Courage • Curiosity

NSW PDHPE 2025 Stage Progression

ES1: Identifies things that make them unique

Stage 1: Describes personal strengths and identity

Stage 2: Explains how identity shapes choices

Stage 3: Examines influences on identity, values and decision making



FREEDOM

Independence
Exploration
Autonomy
Decision-making
Choice
Spontaneity
Adventure
Creativity
Opportunity
Self-determination



FUN (joy, curiosity, engagement)

Need Description

All humans need joy and enjoyment. Positive emotions help the brain learn, remember and stay engaged.

The Book With No Pictures

B.J. Novak

Anchor Text

The Book With No Pictures — B.J. Novak

Lesson Starter Questions

- Why does laughing together feel good?
- How can fun help us learn?
- When do you feel most engaged or interested in learning?
- How can we help make learning fun for everyone?
- Why is play important for our brain?

Student Reflection Prompts

- I enjoy learning most when...
- Something that makes learning fun for me is...
- I laugh or feel joy at school when...
- I help others enjoy learning by...
- A time I felt really engaged in learning was when...

Bluey Episode Pairings

Dance Mode | Musical Statues | Keepy Uppy

Key Character Competencies

Curiosity • Collaboration • Adaptability

NSW PDHPE 2025 Stage Progression

ES1: Participates in enjoyable safe activities

Stage 1: Describes how enjoyment supports learning

Stage 2: Explains how positive emotions support wellbeing

Stage 3: Analyses how engagement impacts learning and mental health



FUN

Enjoyment
Laughter
Learning
Playing
Novelty
Pleasure
Humour
Joy
Excitement
Growth and change

