

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2022**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

TABLE OF CONTENTS

[Curriculum elements 3](#_Toc95911928)

[Foundation 3](#_Toc95911929)

[Years 1–2 8](#_Toc95911930)

[Years 3–4 13](#_Toc95911931)

[Years 5–6 21](#_Toc95911932)

Curriculum elements

Foundation

|  |
| --- |
| **Year level description** |
| The Foundation curriculum builds on the Early Years Learning Framework and each student’s prior learning and experiences. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.  Students learn through exploration and play, investigating where health and movement concepts exist in their lives. They continue to develop an understanding of identity and wellbeing, and how they connect and contribute to their world and the world of others.  Students take increasing responsibility for their own health and physical wellbeing. They strengthen dispositions for learning including curiosity, confidence, cooperation, experimentation and investigation.  Students strengthen their communication skills by exploring and applying strategies to interact respectfully with others. They develop an increasing understanding of emotions, fairness, diversity and health messages to keep themselves and others healthy and safe.  Through the continued development of fine and gross skills, object manipulation skills and spatial awareness, students gain a stronger sense of movement competence, appreciate the personal benefits of being physically active and develop increasing confidence to participate in range of physical activities.  In the Foundation Year, students practise and develop locomotor and non-locomotor skills, including balancing, running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.  Through participation in active play, small group games and minor games, students explore ways to move safely and investigate why and how following rules promotes fair play. |
| **Achievement standard** |
| By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. |

|  |  |  |
| --- | --- | --- |
| **Strand: Personal, social and community health** | | **Foundation** |
| **Sub-strand: Identities and change** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| investigate who they are and the people in their world  AC9HPFP01 | * making personal connections with stories that explore identity and belonging; discussing who they are, where they come from and people in their lives * exploring similarities and differences in family structures in First Nations Australian communities and other cultures * exploring cultural practices from different cultures, including the cultures of Asia, that are important to individuals, families and communities * identifying different families in their communities; for example, 2-parent, single-parent, extended and non-traditional families * identifying ways they use their strengths in physical activities to help themselves and others to be successful * recognising that they have a right to belong and contribute to a variety of groups | |
| **Sub-strand: Interacting with others** | | |
| practise personal and social skills to interact respectfully with others  AC9HPFP02 | * explaining their reasons and actions in response to challenging situations in shared play experiences * identifying characters in texts who have been excluded from a group, exploring why they have been excluded and discussing how other characters could have been more inclusive * cooperating, collaborating and negotiating with others when participating in physical activities to achieve agreed outcomes * identifying behaviours that may be disrespectful and cause hurt or harm to others during play | |
| express and describe emotions they experience  AC9HPFP03 | * identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused * learning and using appropriate language and actions to communicate their feelings in different situations * recalling and sharing emotional responses to different situations and representing these in a variety of ways * reading and viewing stories about adventures, and talking about how characters feel and react when taking risks or responding to emergencies * talking about connections between feelings, body reactions and body language * expressing a variety of emotions, thoughts and views in a range of situations | |
| explore how to seek, give or deny permission respectfully when sharing possessions or personal space  AC9HPFP04 | * practising and refining how to ask for permission when sharing possessions or personal space * negotiating roles and demonstrating awareness of rights (such as body autonomy/integrity) and respect for different perspectives through imaginative and shared play experiences * exploring the importance of asking for permission and giving permission when sharing or negotiating in play and respecting someone’s right to say no | |
| **Sub-strand: Making healthy and safe choices** | | |
| demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe  AC9HPFP05 | * exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable * exploring and demonstrating assertive strategies to seek help when they or others feel unsafe * recognising online spaces and digital tools that are safe for them to use and recognising the importance of seeking help from a trusted adult if they feel unsafe while online * identifying a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared * recognising that all people have the right to bodily autonomy: the right to make choices about what others ask them to do with and to their bodies | |
| identify health symbols, messages and strategies in their community that support their health and safety  AC9HPFP06 | * identifying household substances that are dangerous and explaining what symbols are used to identify the danger * identifying symbols on food packages that indicate healthier choices * identifying different types of advertising that influence choices about food * exploring different community strategies that keep children safe; for example, pedestrian crossings and traffic lights, safety procedures at swimming pools and beaches, and traffic controllers at school crossings * recognising and following safety symbols and procedures at home and in water and road environments | |

|  |  |  |
| --- | --- | --- |
| **Strand: Movement and physical activity** | | **Foundation** |
| **Sub-strand: Moving our bodies** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| practise fundamental movement skills in minor game and play situations  AC9HPFM01 | * applying different locomotor skills to move from one point to another * combining fine and gross motor skills in increasingly complex patterns * sending, controlling and receiving objects at different levels and in different ways * performing a range of water confidence skills such as floating with a buoyancy aid and putting their face in the water * demonstrating how to transfer weight from one part of the body to another * applying fundamental movement skills for purpose and enjoyment in natural environments | |
| experiment with different ways of moving their body safely and manipulating objects and space  AC9HPFM02 | * suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making judgements about which are most effective and which movements and equipment they prefer * persisting with challenges and demonstrating resilience while moving their body in a range of situations * participating in games that require them to be aware of personal safety in relation to game boundaries, rules and safe use of equipment * manipulating equipment in a range of different movement situations and tasks, including in minor games, imaginative play and when practising fundamental movement skills * demonstrating spatial awareness when moving around and through indoor and outdoor (natural) environments confidently and safely | |

|  |  |
| --- | --- |
| **Sub-strand: Making active choices** | |
| participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active  AC9HPFM03 | * exploring a range of ways to be active and participate safely in outdoor or natural settings * playing traditional First Nations Australian games and discussing how they are like other games they have experienced * discussing opportunities to be active in spaces in and around their homes * exploring strategies for taking considered risks and developing self-regulation skills when moving and playing in outdoor settings |
| **Sub-strand: Learning through movement** | |
| follow rules to promote fair play in a range of physical activities  AC9HPFM04 | * identifying and describing actions that would constitute fair and unfair play while participating in minor games * demonstrating how to play fairly in a range of minor games and play situations * discussing rules of different games that relate to safety, boundaries and appropriate use of equipment |

Years 1 - 2

|  |
| --- |
| **Band level description** |
| The Years 1­–2 curriculum builds on each student’s prior learning. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.  Through exploration and play, students investigate how health and movement concepts exist and impact their lives and the lives of others. They strengthen dispositions for learning including curiosity, confidence, cooperation, investigation and transfer.  Students explore personal qualities and factors that contribute to and influence identities, and understand the importance of assertive behaviour to ensure interactions with others are respectful and safe. As these relationships are formed, students develop an understanding of reciprocal rights and responsibilities, and the ability to see things from other people's viewpoints.  Students strengthen their communication skills by identifying and applying strategies to interact respectfully with others and develop a deeper understanding of how emotions, fairness, diversity and health messages contribute to keeping themselves and others healthy and safe.  Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them.  Students are supported in increasing the range and complexity of their fundamental movement skills. They refine and extend skills learnt in Foundation to include locomotor skills such as rolling, leaping, skipping, galloping and dodging, and object control skills such as striking and kicking objects from the ground or moving towards them.  Through participation in active play, small group games and minor games, students apply different ways to move safely, and investigate how to select and apply fundamental movement skills individually, in groups and in teams in a range of movement situations. |
| **Achievement standard** |
| By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts. |

|  |  |  |
| --- | --- | --- |
| **Strand: Personal, social and community health** | | **Years 1–2** |
| **Sub-strand: Identities and change** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| describe their personal qualities and those of others, and explain how they contribute to developing identities  AC9HP2P01 | * describing the personal qualities of characters in stories and how they are similar to and different from their own * describing how belonging to First Nations Australian cultural groups contributes to identities * exploring examples of cultural practices, including those of Australians of Asian heritage, that recognise the contributions of family and friends to identities * explaining how personal and cultural identities are influenced by the groups and communities to which we belong * participating in physical activities and describing how their own and others’ personal qualities contribute to successful outcomes * describing personal achievements and sharing how they felt and how it influenced their personal identities | |
| **Sub-strand: Interacting with others** | | |
| identify and explore skills and strategies to develop respectful relationships  AC9HP2P02 | * identifying characters in texts who demonstrate respect and cooperation to develop respectful relationships * identifying characters in texts who demonstrate respect for different types of families and carers, including those of different cultures, abilities or compositions * demonstrating appropriate language (including verbal, non-verbal, body language and gestures) when encouraging and including others in physical activities, when completing movement tasks or practising for performance * discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language * describing behaviours that may cause hurt or harm to others, or cause them to feel disrespected, including verbal and physical forms of bullying | |
| identify how different situations influence emotional responses  AC9HP2P03 | * recognising own emotions and demonstrating ways to manage how they express their emotions in different situations * exploring self-regulation strategies to manage emotional responses * identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact the responses can have on others * identifying how someone might feel, think and act during an emergency through role-play and imaginative play * predicting how a person or character might be feeling based on the words they use, their facial expressions and body language * recognising how self and others are feeling in a range of situations | |
| practise strategies they can use when they need to seek, give or deny permission respectfully  AC9HP2P04 | * practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures * practising ways to interact with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality * exploring situations where they need to seek, give or deny permission and practising strategies to assert themselves; for example, saying no to inappropriate touching | |
| **Sub-strand: Making healthy and safe choices** | | |
| identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  AC9HP2P05 | * identifying the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses * identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends * proposing strategies they can use at school and home that promote healthy use of digital tools * recognising photos and locations of safe places and a network of people who can help * discussing the importance of seeking help when problems are too big to solve by themselves * exploring how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe | |
| investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 | * identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines * discussing how eating a variety of fresh foods can influence health and wellbeing by using The Australian Guide to Healthy Eating * investigating how foods are marketed and promoted to children through advertisements in online spaces, promotion in supermarkets, and labelling and packaging * exploring sustainable practices that students can implement in the classroom to improve the health and wellbeing of the class, such as composting food waste, creating an edible garden and reducing single-use plastics * creating rules and applying them at school and home to implement healthy and manageable practices with their use of digital tools | |

|  |  |  |
| --- | --- | --- |
| **Strand: Movement and physical activity** | | **Years 1–2** |
| **Sub-strand: Moving our bodies** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| practise fundamental movement skills and apply them in a variety of movement situations  AC9HP2M01 | * performing locomotor movements using different body parts to travel in different directions * selecting and implementing different movement skills to be successful in a range of games * performing fundamental movement skills involving controlling objects with equipment and different parts of the body * practising gliding forward and backward in the water using arm and kicking movements * demonstrating balances and describing what helps to maintain stable positions | |
| investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness  AC9HP2M02 | * demonstrating changes in speed, direction and level as they use locomotor and non-locomotor skills in sequences * inventing new games, based on rules and equipment from familiar games, and drawing conclusions about whether the rules and choice of equipment provide for an interesting, challenging and enjoyable game * using stimuli such as equipment, rhythm, music and words to create simple playground games and assessing which games they enjoy most * using different types of equipment to create an original game or solve a movement challenge and evaluating the game or solution against a set of criteria * participating in activities that require students to move around different outdoor spaces and discussing which types of movement are most appropriate to move around safely and efficiently | |
| **Sub-strand: Making active choices** | | |
| participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable  AC9HP2M03 | * recognising the physical features in a range of different environments, including natural and outdoor settings, that make physical activity in these spaces enjoyable * participating in children's games from First Nations Australian cultures, such as Keentan played by the Kalkadoon People of the north-west central districts of Queensland, and discussing similarities with other games and activities they enjoy * participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable * comparing the characteristics and benefits of physical activities that can take place in an outdoor setting to those that take place inside | |
| **Sub-strand: Learning through movement** | | |
| co-construct and apply rules to promote fair play in a range of physical activities  AC9HP2M04 | * discussing changes to rules that will make an activity fairer or more inclusive of all learners * explaining how rules contribute to fair play and applying them in group activities * demonstrating turn-taking and sharing equipment when participating in play and minor games | |
| apply strategies to work collaboratively when participating in physical activities  AC9HP2M05 | * working cooperatively with a partner when practising new skills * describing and demonstrating how to include others in physical activities * proposing and trialling how a game can be changed so that everyone can be included | |

Years 3 - 4

|  |
| --- |
| **Band level description** |
| The Years 3–4 curriculum builds on each student’s prior learning. During this time, students are further developing their understanding of themselves and others, and the changing world in which they live.  Through health and movement contexts, student develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.  Students explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. As they continue to build relationships, they develop an understanding of the importance of empathy, diversity, respect and inclusion in initiating and maintaining respectful relationships.  As students enhance their capacity to take responsibility for their health and wellbeing, they examine health messages and factors that motivate or inhibit healthy and safe choices about physical activity and health behaviours.  Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced in the early years and transfer them to unfamiliar movement situations.  Students combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity. |
| **Achievement standard** |
| By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others’ health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in movement contexts. |

|  |  |  |
| --- | --- | --- |
| **Strand: Personal, social and community health** | | **Years 3–4** |
| **Sub-strand: Identities and change** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts  AC9HP4P01 | * explaining how characters in stories overcome challenge and adversity and achieve success in different ways * investigating how First Nations Australians’ pride in cultural background strengthens identities * discussing how overcoming challenge or adversity together can unite a group of diverse people * exploring how responses to success, challenge, setbacks and failures are influenced by cultural beliefs and values * recognising how success, challenge, failure and enjoyment of physical activities influence identities | |
| plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty  AC9HP4P02 | * discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact how they think and feel about themselves and different situations * identifying people or sources of information they can access if they have questions about the changes that occur during puberty * exploring the nature of family support networks in First Nations Australian communities and discussing how a wide range of family and community members support young people when they are going through changes and transitions * practising and refining coping skills they can use when faced with challenges or changes, such as positive self-talk, problem-solving, mindfulness, seeking help from families, peers and teachers * identifying scenarios in texts where characters experience and react to change and transition, evaluating the effectiveness of these responses and identifying other possible options that may be helpful | |
| describe how choices and actions can be influenced by stereotypes  AC9HP4P03 | * exploring different gender stereotypes in texts and media, and discussing the messages they portray and how they can influence choices and actions * recognising that unfair or unequal treatment of people based on their gender, abilities or other differences is wrong and against their human rights * describing ways to make roles and responsibilities at home, at school and in communities fair, equitable and inclusive * practising ways in which they can contribute to people of different genders being treated in fair and equal ways | |
| **Sub-strand: Interacting with others** | | |
| select, use and refine personal and social skills to establish, manage and strengthen relationships  AC9HP4P04 | * predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them * describing characters in texts who have demonstrated respect for difference and diversity in individuals and communities, and exploring the strategies they used to do this * using cooperative skills and offering encouragement to successfully complete a movement task, such as a partner balance, partner passing strategy or team strategy * discussing how demonstrating respect and empathy for First Nations Australians can build positive relationships * recognising that bullying behaviour can take many forms, including online, and proposing strategies to challenge bullying in and out of school | |
| describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  AC9HP4P05 | * planning ways to celebrate the cultural diversity of students in their class, such as sharing recipes, stories and games from their cultural heritage * researching and participating in games from their own and others’ cultural heritage, and learning why games are important to build cultural awareness and appreciation * describing and practising safe bystander actions when they notice unfair or disrespectful behaviour towards others * modifying physical activities to ensure that everyone is included, such as by changing equipment, rules, playing space and number of players * recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities * exploring the diversity of backgrounds, experiences, beliefs and practices of different cultures, including the cultures of Asia | |
| explain how and why emotional responses can vary and practise strategies to manage their emotions  AC9HP4P06 | * recognising how the depth and strength of their own emotional responses may vary in different situations, such as when experiencing loss, and practising strategies to manage emotions * analysing scenarios and identifying possible triggers and warning signs to predict emotional responses * analysing scenarios and identifying how someone might respond in a helpful way during an emergency * explaining the strategies characters in texts use to identify and manage their emotions before deciding to act * implementing self-regulation strategies to manage the expression of emotional responses | |
| rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required  AC9HP4P07 | * practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared * exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent including in online environments * exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence against them | |
| **Sub-strand: Making healthy and safe choices** | | |
| describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations  AC9HP4P08 | * describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe * examining protective behaviours to stay safe in different situations, including near water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe * identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults * indicating on a local map the location of safe places and people who can help if they feel unsafe or scared * proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour * discussing different protective behaviours and help-seeking strategies characters in texts use to keep themselves and others safe | |
| interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours  AC9HP4P09 | * accessing different sources of health information and examining the accuracy of these sources, including brochures, websites, TV shows and advertisements, online promotions and food labels * examining health messages relating to food and nutrition from different sources and exploring choices, behaviours and outcomes conveyed in these messages * identifying, examining and combining information and opinions from a range of sources to inform decisions and behaviours on a range of health issues * investigating the level of influence health messages from different people and sources may have on their health decisions | |
| investigate and apply behaviours that contribute to their own and others’ health, safety, relationships and wellbeing  AC9HP4P10 | * identifying how medications and other substances can be stored safely in the home and at school * exploring the benefits of following eating patterns that reflect The Australian Guide to Healthy Eating, and investigating nutritional information about foods * discussing the importance of a sense of belonging and connection in promoting mental health and wellbeing * exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community * explaining how characters in texts take responsibility for their own and others’ safety in a range of situations, including water and road environments * exploring recommendations around time spent on screen-based activities in the Australian 24-Hour Movement Guidelines for Children and Young People and discussing ways to create or maintain a healthier balance * identifying ways they can change their behaviours to support the sustainability of the Earth’s systems; for example, recycling or composting systems to minimise waste in the school, and community fruit and vegetable gardens to create healthy and sustainable lunches or snacks * practising strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation | |

|  |  |  |
| --- | --- | --- |
| **Strand: Movement and physical activity** | | **Years 3–4** |
| **Sub-strand: Moving our bodies** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| refine and apply fundamental movement skills in new movement situations  AC9HP4M01 | * performing activities where locomotor and object control skills are combined to complete a movement, task or challenge * exploring and practising different techniques to propel objects towards a range of targets * performing fundamental movement skills to demonstrate weight transference in different physical activities * coordinating kicking with arm movements to move the body through the water using different types of strokes * performing routines incorporating different jumping, landing and balancing techniques, and connecting movements to create a movement sequence | |
| apply and adapt movement strategies to achieve movement outcomes  AC9HP4M02 | * planning and performing strategies to be successful in a range of minor and small-sided games such as tag and dodge games, target games and net/court games * demonstrating how movement strategies can be adapted to create scoring opportunities in invasion games, target games, net/court games, and striking and fielding games * manipulating centre of gravity to enhance stability as they perform a range of balance activities and explaining how centre of gravity and base of support influence stability * evaluating the outcome of a game tactic that has been adapted to improve scoring options using set criteria | |
| demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences  AC9HP4M03 | * demonstrating acceleration, deceleration and changing direction of movement in minor games, and rhythmic and expressive activities * discussing and demonstrating different levels, movement pathways, and use of space and flow in movement sequences * using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences * exploring different ways of manipulating space to receive passes, maintain possession, or increase or decrease scoring opportunities in invasion, net/court, striking and fielding, and target games | |

|  |  |
| --- | --- |
| **Sub-strand: Making active choices** | |
| participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well  AC9HP4M04 | * participating in physical activity circuits to explore how the body feels before, during and after participation * performing warm-up and stretching routines to understand how to prepare the body to be active * investigating the influence of regular physical activity on quality of sleep, concentration and overall wellbeing |
| participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation  AC9HP4M05 | * participating in physical activities in natural settings in the local area and reflecting on the enjoyable components of participation and how to encourage family and friends to participate * exploring First Nations Australians’ connection to special places and how these places are linked to physical activities * participating in physical activities they can do at home and exploring how they can be more active at home using everyday items as equipment * exploring ways in which people can connect with other members of their community through participating in physical activities |
| explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations  AC9HP4M06 | * participating in a range of physical activities and investigating opportunities to incorporate these into lunchtime activities to encourage students to be active at lunchtimes * examining the benefits of regular physical activity, including the influence on sleep, concentration and wellbeing * exploring physical activity and screen-usage time recommendations in the Australian 24-Hour Movement Guidelines for Children and Young People and proposing how they can meet these recommendations |
| **Sub-strand: Learning through movement** | |
| apply creative thinking when designing movement sequences and solving movement problems  AC9HP4M07 | * transferring and applying fundamental movement skills to solve movement challenges such as how to move the ball from one end of the field to the other, how to return the ball over the net into space and how to deceive an opponent * drawing on prior knowledge from other physical activity experiences to solve challenges faced when participating in outdoor activities * developing questions and seeking and trialling answers with others as a strategy for solving movement challenges, such as partner or group balance challenges, game tactics to increase scoring chances and obstacle course challenges |
| apply rules and scoring systems to promote fair play when participating or designing physical activities  AC9HP4M08 | * collaborating to decide rules for a new game to promote fair play and inclusion of all learners * describing processes of decision making that ensure fairness in games and contributing to fair decision-making by applying the rules appropriately in physical activities * interpreting and applying rules fairly in physical activities where they are in the role of officiating * exploring rules and scoring systems used in traditional games of First Nations Australians and comparing them to rules and systems used in other games they have played |
| perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities  AC9HP4M09 | * using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy * working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates * modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space |

Years 5 - 6

|  |
| --- |
| **Band level description** |
| The Years 5–6 curriculum builds on each student’s prior learning. During this time, students are taking more responsibility for their own health, physical activity and personal safety.  Students develop optimistic habits in the way they look at themselves, their world and their perception of what the future holds for them. They understand the important role persistence and resilience play in maintaining confidence and commitment to complete tasks.  Most students will be experiencing the physical, emotional and social changes associated with puberty during these years. The content supports learning about these changes and positive ways to manage these transitions. Students also learn about their own unique qualities and explore ways in which people define their own identities and value the diversity within their community.  Students are becoming more conscious of external influences on their attitudes, beliefs and behaviours. They explore how their choices and behaviours influence their health and wellbeing.  Students have frequent opportunities to apply and transfer the movement skills and strategies they have learnt and refined previously into a range of new movement situations. Students explore ways they can actively participate in a range of physical activity settings and contribute to building a healthier community.  Students begin to explore more complex movement concepts and promote safe, equitable and fair participation for all. Students further develop and refine a range of communication and conflict resolution skills and processes, enabling them to interact appropriately and respectfully with others in a range of different movement and social situations. |
| **Achievement standard** |
| By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others’ health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts. |

|  |  |  |
| --- | --- | --- |
| **Strand: Personal, social and community health** | | **Years 5–6** |
| **Sub-strand: Identities and change** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explain how identities can be influenced by people and places, and how we can create positive self-identities  AC9HP6P01 | * explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches * investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland * examining how beliefs and cultural practices convey meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities * exploring how connection to people and places can influence personal and cultural identities over time * exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community * exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities | |
| investigate resources and strategies to manage changes and transitions, including changes associated with puberty  AC9HP6P02 | * understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal * examining the range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation * understanding that physical changes experienced during puberty are linked to rites of passage ceremonies in many First Nations Australian communities * discussing ways families and cultural groups acknowledge and celebrate major stages of development in young people’s lives * analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities * examining how the developmental changes that occur through puberty prepare a persons' body for reproduction | |
| investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes  AC9HP6P03 | * identifying characters in texts who are not constrained by traditional gender stereotypes and how this influences their choices and actions * questioning the fairness of gender roles and proposing ways to challenge those practices that infringe on an individual’s human rights * investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community * identifying those gender norms that can have limiting and harmful effects, and proposing strategies to advance gender equality and respect for human rights | |
| **Sub-strand: Interacting with others** | | |
| describe and demonstrate how respect and empathy can be expressed to positively influence relationships  AC9HP6P04 | * exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team * proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships * exploring and performing different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for all participants * recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships * examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence | |
| describe and implement strategies to value diversity in their communities  AC9HP6P05 | * proposing strategies to help others understand points of view that differ from their own and to encourage discussion about individual and cultural similarities and differences to tackle discrimination such as sexism, racism and homophobia * exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities * discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism * discussing how adaptations and modifications to physical activities can enable inclusivity for students with a range of abilities * exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing * examining how beliefs, values and cultural practices convey meaning and influence peoples’ sense of identity and belonging, including Australians of Asian heritage | |
| apply strategies to manage emotions and analyse how emotional responses influence interactions  AC9HP6P06 | * exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations * analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations * exploring when emotional responses can be intense or unpredictable, including feelings of grief associated with loss, and practising strategies to self-regulate and manage expression of strong emotions | |
| describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully  AC9HP6P07 | * exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to communicate their intentions effectively at each step * practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations * analysing how a person’s reaction to being denied permission to do something can affect others’ feelings and discussing options for dealing with situations when this may occur; for example, feelings of disappointment, shame and anger associated with rejection | |
| **Sub-strand: Making healthy and safe choices** | | |
| analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations  AC9HP6P08 | * researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy * examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed * discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour * exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions * proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust * analysing the responses of characters in TV shows or movies when in unsafe or risky situations and discussing the efficacy of their response to the situation | |
| investigate different sources and types of health information and how these apply to their own and others’ health choices  AC9HP6P09 | * examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health * analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family * identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people * examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable | |
| analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities  AC9HP6P10 | * recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis * investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health * exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities * proposing strategies they can use in daily routines to increase physical activity levels and reduce sedentary behaviour * practising and refining assertive communication techniques that can be used in a range of situations where they may be asked to do something they don’t believe is appropriate * proposing and implementing strategies to positively contribute to online environments, such as evaluating the impact of “character” behaviour when gaming with peers * examining sustainable food practices to measure the quality of food available in the school canteen or local area * describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing | |

|  |  |  |
| --- | --- | --- |
| **Strand: Movement and physical activity** | | **Years 5–6** |
| **Sub-strand: Moving our bodies** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| adapt and modify movement skills across a variety of situations  AC9HP6M01 | * applying stability and locomotor skills to dodge and feint in different movement situations * performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations * adapting kicking, striking and throwing skills to a variety of new games and activities * combining surface propulsion and underwater skills in an aquatic environment * composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting to change direction of movement | |
| transfer familiar movement strategies to different movement situations  AC9HP6M02 | * adapting and transferring defensive or offensive strategies that have been successful in one game to another similar game * examining and demonstrating how strategies used in one physical activity can be transferred to a new movement situation * transferring strategies they have used to maintain balance to safely traverse a natural environment * making judgements, based on agreed criteria, about the effectiveness of transferring strategies from one game to another | |
| investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes  AC9HP6M03 | * demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control * creating a movement sequence that demonstrates variations in flow and levels, and involves individuals moving together in time * working with a partner to explore pushing and pulling movements and how these can be manipulated to generate and perform counterbalances * developing strategies that exploit the playing space to create overlaps and extra attackers | |

|  |  |
| --- | --- |
| **Sub-strand: Making active choices** | |
| participate in physical activities to investigate the body’s reaction to different levels of intensity  AC9HP6M04 | * performing activities of different intensities and measuring breathing rate, heart rate and other body responses to categorise activities into low, moderate and high intensity * designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity * participating in and designing physical activity opportunities that support their health and fitness goals |
| participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation  AC9HP6M05 | * analysing how access to natural environments and the outdoors can influence participation in physical activities, and enhance health and wellbeing * learning traditional dances from local First Nations Australian community members and recognising the role dance plays in the lives of these communities * researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of physical activity to the recommendations and proposing strategies for enhancing or maintaining their levels of activity * discussing how a connection to a community space or special place can influence the types of physical activity options people will choose to participate in, such as links to skate parks, surf beaches or bushwalking trails |
| propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives  AC9HP6M06 | * creating and participating in an activity circuit they could replicate at home that is designed to improve health-related fitness * examining the benefits of physical activity for social health and mental wellbeing, and researching options for participating in physical activities in the local area * investigating the resources needed and steps required to set up a lunchtime sports competition, activity circuit or playground games aimed at increasing levels of physical activity among students and staff |
| **Sub-strand: Learning through movement** | |
| predict and test the effectiveness of applying different skills and strategies in a range of movement situations  AC9HP6M07 | * predicting and systematically testing a range of solutions to unfamiliar movement challenges to find out which solution is most appropriate or effective * adapting movement skills and strategies from other contexts to generate creative solutions to unfamiliar movement challenges when participating in outdoor activities * co-developing criteria to assess effectiveness of responses to movement challenges, predicting the effectiveness of each, then testing and refining solutions against the criteria in order to achieve successful outcomes |
| devise and test alternative rules and game modifications to support fair play and inclusive participation  AC9HP6M08 | * proposing changes to rules and/or conditions to create a more inclusive game or to allow for a fairer contest * recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues * discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what factors led to the game being inclusive and fair * investigating the effectiveness of rules used in traditional games of First Nations Australians to promote participation, such as Inkanyi: a cooperative running game played by the Pitjantjatjara / Yankunytjatjara of central Australia where there are no winners and Barambah gimbe: a throwing and catching game from the lands of the Wakka Wakka where catchers can be nominated to increase participation |
| participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities  AC9HP6M09 | * exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants * demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations * using reflective listening and assertive communication when working in small groups on movement tasks or challenges |