



NSW Syllabus for the Australian Curriculum

Personal Development, Health and Physical Education

**K–10
Syllabus**

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Introduction

K–10 Curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Personal Development, Health and Physical Education K–10 Syllabus* contributes to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs.

[Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [PDHPE](#)
- [Special education](#)
- [Life Skills](#).

Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

PDHPE Key

The following codes and icons are used in the *Personal Development, Health and Physical Education K–10 Syllabus*.

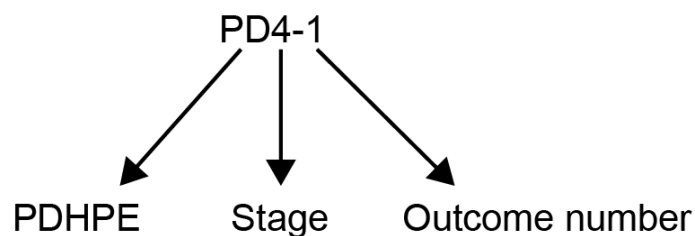
Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 and Life Skills are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5
Life Skills	LS

In the PDHPE syllabus, outcome codes indicate subject, Stage and outcome number. For example:

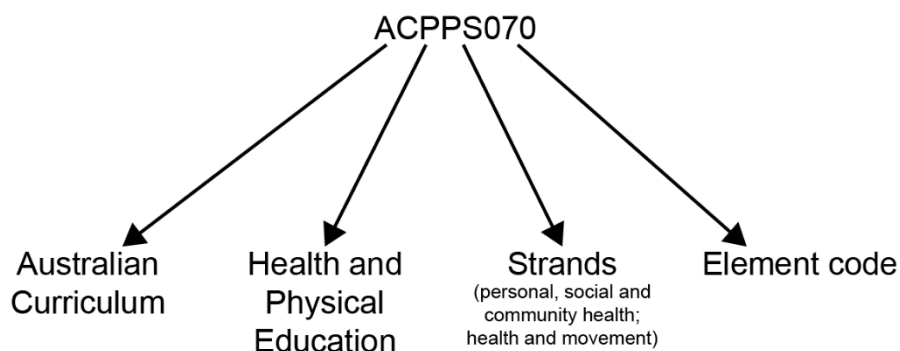


Outcome code	Interpretation
PDe-2	PDHPE, Early Stage 1 – Outcome number 2
PD4-1	PDHPE, Stage 4 – Outcome number 1
PDLs-3	PDHPE, Life Skills – Outcome number 3

Coding of Australian Curriculum Content

The syllabus includes Australian Curriculum content for Health and Physical Education (HPE) with Australian Curriculum codes in brackets at the end of each content description, for example:

- Personal identity and strengths (ACPPS070)



Where a number of content descriptions are jointly represented, all description codes are included eg (ACPPS070, ACPPS071).

Coding of PDHPE Skills

The syllabus provides opportunities for students to develop, refine and apply PDHPE skills in three domains. These opportunities are identified by codes at the end of the relevant content descriptions.

Skill domains	Code
Self-management skills	S
Interpersonal skills	I
Movement skills	M




For example:

- identify personal strengths and qualities, for example: (ACPPS001)
 - identify their unique strengths and qualities **S** 🧑








Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.




Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

Rationale

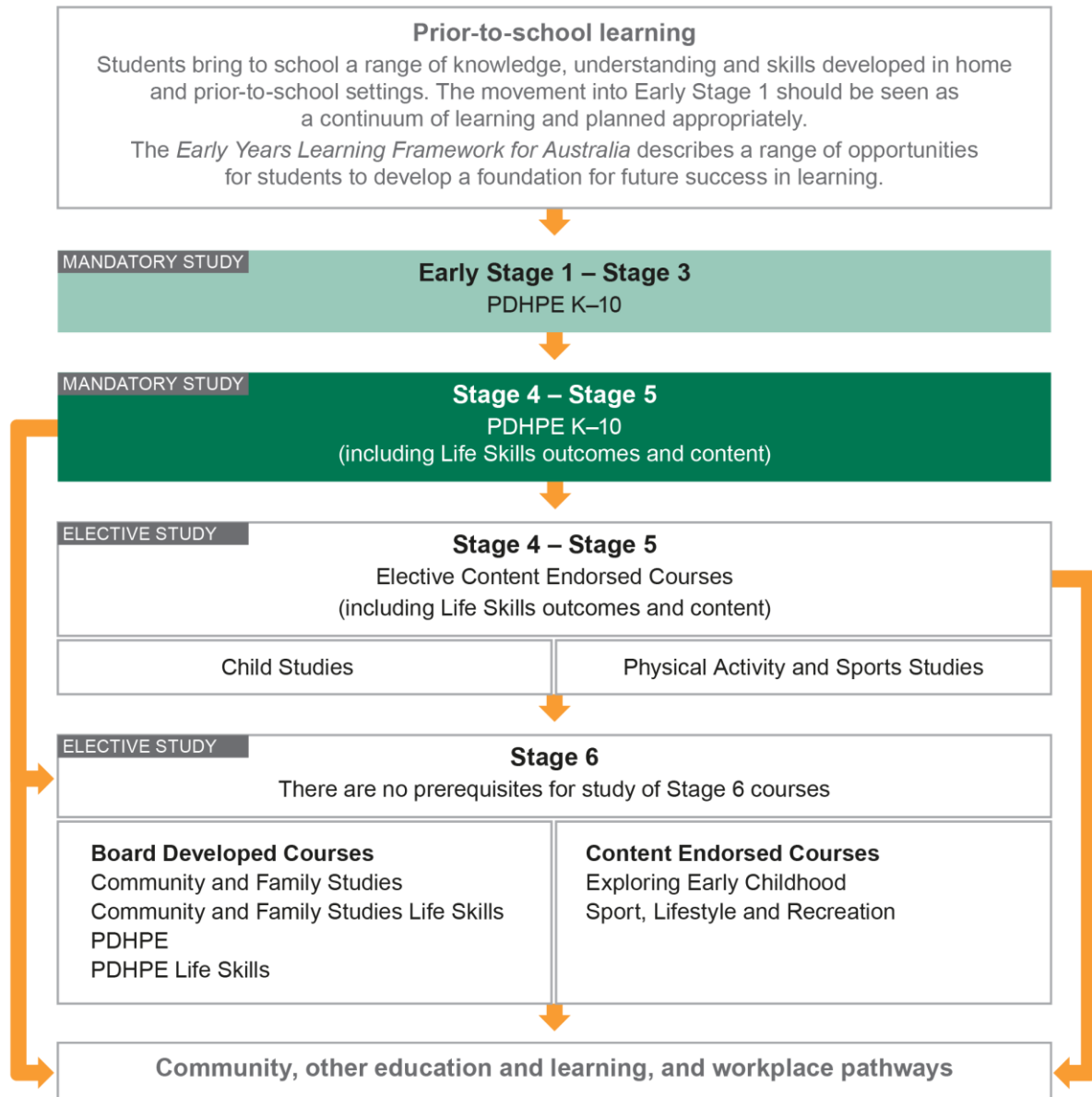
Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

The Place of the PDHPE K–10 Syllabus in the K–12 Curriculum



Aim

The study of PDHPE in K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

Objectives

Knowledge and Understanding

Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity.

Skills

Students:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts.

Values and Attitudes

Students:

- value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.

Outcomes

Table of Objectives and Outcomes for PDHPE K–10 Continuum of Learning

Knowledge and Understanding

Objective

Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-1 identifies who they are and how people grow and change	PD1-1 describes the qualities and characteristics that make them similar and different to others	PD2-1 explores strategies to manage physical, social and emotional change	PD3-1 identifies and applies strengths and strategies to manage life changes and transitions	PD4-1 examines and evaluates strategies to manage current and future challenges	PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe	PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations	PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe	PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others	PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	PD5-2 researches and appraises the effectiveness of health information and support services available in the community
PDe-3 communicates ways to be caring, inclusive and respectful of others	PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships	PD2-3 explains how empathy, inclusion and respect can positively influence relationships	PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others	PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships	PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

Objective

Students:

- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-4 practises and demonstrates movement skills and sequences using different body parts	PD1-4 performs movement skills in a variety of sequences and situations	PD2-4 performs and refines movement skills in a variety of sequences and situations	PD3-4 adapts movement skills in a variety of physical activity contexts	PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts	PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PDe-5 explores possible solutions to movement challenges through participation in a range of activities	PD1-5 proposes a range of alternatives to solve movement challenges through participation in a range of activities	PD2-5 applies strategies to solve movement challenges	PD3-5 proposes, applies and assesses solutions to movement challenges	PD4-5 transfers and adapts solutions to complex movement challenges	PD5-5 appraises and justifies choices of actions when solving complex movement challenges

Objective

Students:

- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity	PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity	PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity	PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable	PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity	PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

Objective

Students:

- enact and strengthen health, safety, wellbeing and participation in physical activity

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces	PD1-7 explores actions that help make home and school healthy, safe and physically active spaces	PD2-7 describes strategies to make home and school healthy, safe and physically active spaces	PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces	PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities	PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PDe-8 explores how regular physical activity keeps individuals healthy	PD1-8 participates in a range of opportunities that promote physical activity	PD2-8 investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing	PD3-8 creates and participates in physical activities to promote healthy and active lifestyles	PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity	PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

Skills

Objective

Students:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-9 practises self-management skills in familiar and unfamiliar scenarios	PD1-9 demonstrates self-management skills in taking responsibility for their own actions	PD2-9 demonstrates self-management skills to respond to their own and others' actions	PD3-9 applies and adapts self-management skills to respond to personal and group situations	PD4-9 demonstrates self-management skills to effectively manage complex situations	PD5-9 assesses and applies self-management skills to effectively manage complex situations

Objective

Students:

- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-10 uses interpersonal skills to effectively interact with others	PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong	PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations	PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections	PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Objective

Students:

- move with confidence, competence and creativity within and across various physical activity contexts

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people	PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences	PD2-11 combines movement skills and concepts to effectively create and perform movement sequences	PD3-11 selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences	PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences	PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five learning outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

Early Stage 1

By the end of Early Stage 1, students identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They describe the different emotions people experience. Students practise interpersonal skills to interact positively with others. They identify people who can assist and recognise actions that help them to be resilient, healthy, safe and active. Students explore contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity. They identify skills and strategies to stay safe and be supported. With developing self-control, students explore emotional responses and cooperate positively with others in a variety of play and group situations.

Students explore how their body responds to movement. They practise body movement and control, demonstrating different ways the body can move in relation to space, time, objects, effort and people. Students compose and sequence simple movements. They show awareness and consideration of others during play situations. Students perform fundamental movement skills and explore possible solutions to movement challenges through participation in a range of activities.

Stage 1

By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others' feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate cooperation, fair play and positive ways to interact and include others.

Stage 2

By the end of Stage 2, students recognise physical and social changes and personal management strategies. They recognise individual strengths and apply these to a wide range of contexts. Students investigate the skills and qualities that build caring and respectful relationships and ways to improve their health, safety and wellbeing. They identify the rights and feelings of others and devise strategies to support themselves and others. Students explore health messages and describe the influences on healthy and safe choices. They recognise their responsibility to contribute to a healthy, safe and physically active environment. Students perform physical activities designed to enhance fitness and discuss the relationships between physical activity, health and fitness. They propose strategies that increase opportunities to develop and maintain healthy, safe and active lifestyles.

Students apply and refine movement skills and movement concepts in a range of physical activity contexts. They create and perform sequences using movement skills and concepts with consistency and control. Students demonstrate cooperation and collaboration in movement and physical activity. They select and demonstrate strategies that help them to solve movement challenges.

Stage 3

By the end of Stage 3, students investigate developmental changes and transitions. They examine the influence of people and places on identity and practise skills to establish and manage relationships. Students identify controllable and uncontrollable factors and recognise the influence of contextual factors on health, safety, wellbeing and participation in physical activity. They plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives. Students examine the connections they have to their community and implement actions to increase physical activity levels. They access and interpret health information and apply skills to seek help to enhance their own and others' health, safety and wellbeing.

Students participate in a wide variety of moderate to vigorous physical activities to apply, refine and adapt movement skills with increased confidence and consistency. They perform specialised movement skills and sequences in a variety of contexts. Students select, manipulate and modify movement concepts and strategies to achieve movement outcomes and solve movement challenges.

They demonstrate fair play and skills to work collaboratively. Students apply and adapt strategies and tactics when participating in individual and team activities.

Stage 4

By the end of Stage 4, students propose skills and strategies to enhance their health and wellbeing by exploring ways to connect with their communities. They recognise factors that influence changes and transitions and evaluate strategies to manage current and future challenges. Students analyse ways to cultivate resilience and demonstrate help-seeking strategies and behaviours to support themselves and others. They recognise the characteristics of respectful relationships and the importance of belonging and connecting with others. Students investigate health practices, behaviours and resources and propose actions to promote health, safety and wellbeing for themselves and others in relation to a range of health and physical activity issues. They develop critical thinking skills in relation to accessing support and health information. Students recognise the need to develop habits for positive health and a lifetime of physical activity.

Students demonstrate control and accuracy when performing specialised movement sequences and skills in dynamic physical activity contexts. They transfer and adapt solutions to complex movement challenges by performing specialised movement skills and selecting, applying and combining movement concepts. Students investigate and create plans to achieve movement and fitness outcomes. They participate in a wide variety of moderate to vigorous physical activities to apply, adapt and vary movement skills with increased confidence and precision. Students apply and refine skills to promote safety, collaboration, fair play and inclusivity in physical activity contexts. They examine the cultural significance of physical activities and how connection and inclusion can enhance health, safety, wellbeing and physical activity levels of the wider community.

Stage 5

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

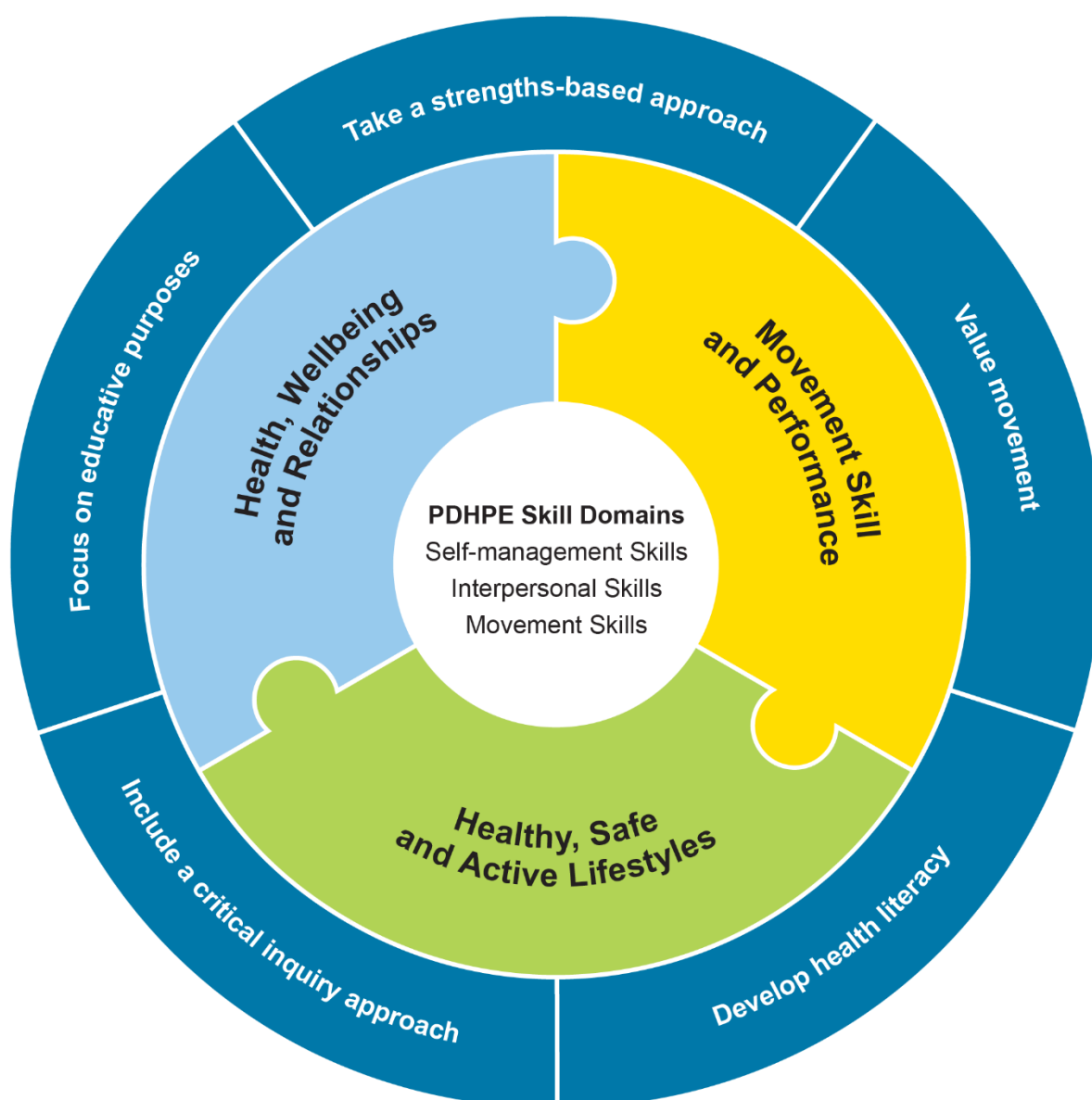
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

Organisation of Content

The PDHPE K–10 syllabus is shaped by five propositions, organised into three content strands, with a focus on three PDHPE skill domains. The following diagram provides an illustrative representation of these elements and their relationship.



The outside of the circle is comprised of five interrelated **PDHPE Propositions**. Adopted from the Australian Curriculum: Health and Physical Education, they are informed by a strong evidence base to ensure that the PDHPE curriculum is contemporary and future-focused. The propositions guide teaching, learning and assessment.

The inner circle displays the three **Content Strands**: Health, Wellbeing and Relationships; Movement Skill and Performance; and Healthy, Safe and Active Lifestyles. These are represented using jigsaw pieces that interrelate and are not designed to stand alone.

In the centre circle, are the three **PDHPE Skill Domains**: Self-management, Interpersonal and Movement Skills. These skills are important for children and young people to live healthy, safe and active lives.

PDHPE Propositions

Focus on educative purposes

While the PDHPE syllabus may contribute to a range of goals that sit beyond its educative purpose, the prime role of PDHPE is to provide:

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

Take a strengths-based approach

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

- possess strengths, capacities and capabilities that can be supported and developed to improve their own and others' health, safety, wellbeing and participation in physical activity
- have varying levels of access to personal and community resources depending on a variety of contextual factors that will have an impact on their attitudes, decisions and behaviours.

A strengths-based approach in PDHPE encourages students to draw on their own and others' strengths, capacities, capabilities and resources to develop the knowledge, understanding, skills, values and attitudes they require to make healthy, safe and active choices to improve their own and others' health, safety, wellbeing and participation in physical activity.

Value movement

PDHPE focuses explicitly on the value of movement, physical activity, physical literacy and physical education. It concentrates on developing the movement skills and concepts students need to participate in physical activities with confidence and competence. The knowledge, understanding, skills, values and attitudes students develop through movement in PDHPE will allow them to:

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

Develop health literacy

PDHPE provides opportunities for students to enhance their ability to gain access to, understand and use health information and services to promote and maintain health, safety, wellbeing and participation in physical activity. The PDHPE syllabus supports students in developing the knowledge, understanding, skills, values and attitudes related to the three dimensions of health literacy:

- functional dimension – researching and applying information relating to knowledge and services to respond to a health-related question
- interactive dimension – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- critical dimension – the ability to selectively access and critically analyse health information from a variety of sources to take action to promote health, safety, wellbeing and participation in physical activity for themselves and others.

Include a critical inquiry approach

Including a critical inquiry approach in PDHPE enables students to develop the knowledge, understanding and skills to be able to analyse and critique the health information they are presented with from all sources and forms of media. A critical inquiry approach supports students to:

- develop skills in researching, analysing, applying and appraising knowledge in health and movement contexts
- recognise that values, behaviours, priorities and actions related to health, safety, wellbeing and participation in physical activity reflect varying contextual factors and influence the way people live
- develop an understanding that individuals and groups have diverse interests in relation to health practices and physical activity participation and therefore require different approaches and strategies.

Content Strands

The PDHPE K–10 syllabus is organised into three content strands. Opportunities to develop practical application and connecting content across strands will enhance the development of knowledge, understanding and skills across a range of health and physical education concepts.

All three strands must be taught in each year from Kindergarten to Year 10 to provide opportunities to develop knowledge, understanding and skills in both health and physical education concepts. Teaching and learning activities should be age and Stage-appropriate and provide equal emphasis across health and physical education concepts. Schools have the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 syllabus. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum part of the PDHPE syllabus. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences.

Health, Wellbeing and Relationships

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

Movement Skill and Performance

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Contexts for Learning

The PDHPE syllabus addresses contemporary health and physical activity concepts important to students. These are embedded in an age and Stage-appropriate manner through the content. These contexts include:

- alcohol and other drugs
- food and nutrition
- personal identity
- mental health and wellbeing
- relationships
- sexuality and sexual health
- safety
- health benefits of physical activity
- fundamental movement skills
- rhythmic and expressive movement
- individual/group/team physical activities
- initiative/challenge physical activities
- aquatics
- lifelong physical activities.

Whole-school Approach

Providing for the health, safety, wellbeing and physical activity needs of all students is a shared responsibility. It has long been recognised that the broader school environment can enhance delivery of the PDHPE curriculum. A healthy and supportive school environment is enriched through a whole-school approach in partnership with family, community resources and local, state and national initiatives. Whole-school community collaboration is fundamental in reinforcing and validating learning and providing consistent messages to students to establish individual and collective action and interactions that promote and strengthen healthy, safe and active lives.

Key Inquiry Questions

The key inquiry questions are included to guide and frame the syllabus content within each strand. The depth of knowledge, understanding and skill development required to fully address the inquiry questions may vary. This allows for differentiation of the course content catering for the diverse needs and abilities of each student. The key inquiry questions are optional and can provide a guide when developing contextual teaching and learning experiences.


PDHPE Skill Domains

The PDHPE syllabus provides a unique opportunity for students to develop, strengthen and refine skills across three domains:

- self-management (S)
- interpersonal (I)
- movement (M).

These skills are embedded throughout the outcomes and content to provide students with authentic opportunities to develop and enhance the skills needed to live healthy, safe and active lives. Examples of opportunities to develop these skills are identified by codes at the end of the relevant content. For example:

Students:

- practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments **M** 

Students should be provided with an opportunity to develop PDHPE skills from each domain across each Year of learning. The skills identified in each content strand complement the content and are a suggested focus when delivering the content. Teachers can also identify further opportunities where these skills can be embedded to enhance the teaching and learning outcomes and content. Schools have the flexibility to address each domain in a manner that reflects their own context and ethos, for the needs of their students and within their own policy requirements.

Self-management Skills (S)

Self-management skills provide students with the ability to feel greater control over their behaviour, manage and cope in stressful situations and take personal responsibility for their actions. Self-management skills include decision-making, problem-solving and help-seeking skills which are important for managing healthy, safe and active lives.

Self-management skills help develop a student's capacity to be confident, independent, optimistic and resilient. These skills enable students to become self-aware and develop and refine self-monitoring and self-evaluative behaviours. There are five key self-management skills important to PDHPE:

- Strengthening personal identity
 - building self-concept
 - building self-confidence
 - building self-esteem
 - self-evaluation
 - cultivating resilience
 - adaptability
 - perseverance.
- Self-awareness
 - self-monitoring thoughts, feelings and actions
 - developing greater control and responsibility for our actions, feelings and behaviours
 - awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
 - reflective practice.
- Emotion and stress management
 - recognising emotions
 - optimistic thinking
 - coping.
- Decision-making and problem-solving
 - information-gathering
 - finding solutions to problems
 - analysis
 - time management
 - goal-setting and tracking.
- Help-seeking
 - recognising when help is needed
 - accessing support and support networks.

Interpersonal Skills (I)

Building skills in negotiation, refusal, conflict management and being able to confidently express feelings supports students to build and manage relationships that are caring and respectful.

Interpersonal skills develop a student's capacity to effectively relate to and interact with other people. Children and young people develop interpersonal skills through interactive experiences that involve various forms of communication and collaboration. They build empathy by learning to respond to and understand others and their points of view. There are five key interpersonal skills important to PDHPE:

- Communication
 - verbal and nonverbal communication
 - listening, eg active
 - expressing feelings
 - giving and receiving feedback
 - negotiation and conflict management
 - assertiveness
 - refusal skills.

- Collaboration, inclusion and relationship-building
 - expressing respect for others' contributions
 - fostering connectedness
 - recognising and using their own abilities and strengths and those of others
 - assessing their own abilities and contributing back to the group.
- Empathy building
 - understanding others' views
 - understanding of others' needs and circumstances.
- Leadership and advocacy
 - influencing and persuading
 - restorative practices
 - networking
 - motivation.
- Social awareness
 - respecting difference and diversity
 - contributing to their community
 - perspective forming
 - perspective taking.

Movement Skills (M)

Movement skills enable students to engage in and enjoy the benefits of regular, vigorous physical activity. Developing fundamental and tactical movement skills in PDHPE provides students with the opportunity to acquire and master a range of movement skills, understand the health benefits of movement, and have the skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers.

Students should be provided with opportunities to explore movement challenges and develop movement skills from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics and lifelong physical activities. There are three categories of movement skills important to PDHPE:

- Fundamental and specialised movement skills and concepts
 - non-locomotor skills (body control, body positioning, spatial awareness, direction, force, precision), eg bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing
 - locomotor skills (travel, rhythm, body control, coordination, safe landing, agility, direction, object locomotion), eg rolling, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping
 - object control (body positioning, rotation, force, distance and precision), eg striking, passing, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object
 - stability/body control (spatial and effort awareness, balance, coordination), eg static balance
 - sequencing/combination skills, eg connects a variety of skills to perform movement sequences, transitions from one skill to another.
- Tactical and creative movement
 - selecting, applying, transferring, adapting and evaluating movement skills
 - applying movement concepts, rules, strategies and tactics
 - composing, appraising and performing
 - assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts.

- Health and fitness enhancing movement
 - functional movement and resistance training
 - planning and monitoring physical activity levels
 - measuring health and fitness
 - managing risk and promoting safety
 - self-regulation in physical activity
 - fair and ethical participation
 - building physical activity self-efficacy
 - participating actively.

Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the syllabus in the following ways.

Aboriginal and Torres Strait Islander Histories and Cultures 🖐️

The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Cultures and Identities. Through the study of PDHPE, students have the opportunity to learn about and celebrate Aboriginal and Torres Strait Islander Peoples and their cultures. In PDHPE, students build their knowledge and understanding of cultural and spiritual beliefs to lead healthy, safe and active lives. They explore the significance of family and kinship structures as they consider the influence of social and cultural relationships and connections to personal health decisions, behaviours and choices. Students are provided with practical learning experiences where they participate in physical activities and endorsed cultural practices including, with appropriate local community guidance, traditional and contemporary Aboriginal and Torres Strait Islander physical activities, games and cultural dance. They explore issues of discrimination, racism, pro-social behaviour and histories to deepen and enable their capacity to promote an equitable Australian society, maintaining or enhancing the health, safety, wellbeing and participation in physical activity of Aboriginal and Torres Strait Islander Peoples. Students develop an understanding of the significant contribution of Aboriginal and Torres Strait Islander Peoples towards Australian sport, identity and sustainable health practices.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [*Principles and Protocols*](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's Engagement with Asia 🌐

The study of PDHPE provides opportunities for students to explore attitudes and behaviours that reflect cultural understanding, empathy and respect to enable them to appreciate and engage with the diverse cultures, traditions and belief systems of the Asia region. Students are provided with opportunities to examine the connections across the cultures of the Asia region and explore how this influences individual and community health and wellbeing. Through the study of PDHPE, students have the opportunity to participate in physical activities, games and movement important to Asian cultures and recognise the importance of Asian social and cultural practice on living a healthy, safe and active life.

Sustainability 🌱

In PDHPE, students explore how actions to improve sustainability are both an individual and shared responsibility. They consider how promoting, supporting and sustaining the environments they live in can play an important role in contributing to the health, safety and active lives of individuals and the community. The study of PDHPE provides opportunities for students to reflect on their values and attitudes and develop the knowledge, understanding and skills necessary for them to practise and adopt more sustainable ways of living. Students examine environmental factors that have an impact on the health, safety, wellbeing and physical activity of individuals and groups. They are supported to develop and build on their strengths to take positive action and create solutions to address environmental issues. Through movement experiences, students are provided with opportunities to develop a connection in and with outdoor and natural environments and to develop an appreciation of the interrelationship between the health, safety and wellbeing of people and their environments.

Critical and Creative Thinking

In PDHPE, students develop critical and creative thinking as they investigate the interrelationship between health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to think critically about the qualities and attributes that build resilience and enhance and maintain caring and respectful relationships. They develop and practise strategies to assess the credibility and accuracy of available health information and resources and use critical and creative thinking to take action to promote the health, safety and wellbeing of various groups in relation to a range of health issues. Students think critically and creatively to propose actions and strategies that build inclusivity, promote a sense of belonging and create connectedness within the communities in which they study, work and live. They are provided with the opportunity to reflect on and challenge norms and stereotypes. Through movement, students develop and refine movement concepts and strategies that enable them to think both critically and creatively to improve performance, solve movement challenges and persist in achieving set goals.

Ethical Understanding

Ethical understanding relates to students building a strong personal and social perspective and an awareness of the influence that their values and behaviour have on others. The study of PDHPE is ideal for providing students with the opportunity to compare and strengthen their own ethical understanding. At the core of PDHPE is the development and refinement of self-management and interpersonal skills, a key focus being on the awareness of rights, actions and attitudes and the importance of treating others with respect, integrity, compassion and appreciating diversity and equality. Through investigation of current health issues affecting children and young people, students develop an understanding of ethical judgements in relation to codes of practice and ethical principles within various health and physical education contexts. In PDHPE, students develop a perspective and stance on ethical behaviour with regards to respectful relationships, addressing discrimination and safe internet use. PDHPE supports students to understand the consequences of their actions and how to make ethical decisions at home, school, in the community, in relationships and when using digital technologies. Through practical learning experiences, students explore concepts of fair play, equitable participation, empathy and inclusion and develop the capacity to apply these concepts through movement.

Information and Communication Technology Capability

PDHPE is well placed to develop ICT capabilities as students learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, home and in their communities. In PDHPE, students use ICT tools to access and evaluate online health and physical activity information, products and services, create content, interact and seek help to manage and promote their own health, safety, wellbeing and participation in physical activity. They explore ways to maximise their own and others' safety in a digital environment and examine the implications of ICT in establishing and maintaining respectful relationships. Through the study of PDHPE, students are provided with opportunities to use a range of ICT tools to measure, analyse and enhance physical activity and performance.

Intercultural Understanding

Through PDHPE students develop intercultural understanding by first learning about their own and others' identity, culture and beliefs. Students cultivate mutual respect, create connections and recognise cultural similarities and differences. They are provided with opportunities to respect differences in beliefs and perspectives and how they influence health, safety, wellbeing and participation in physical activity. Students explore the significance of kinship in relationships and how a sense of connection to Country/Place for Aboriginal and Torres Strait Islander People enhances health and wellbeing. They develop knowledge and understanding of how culture can shape personal and social perspectives and interactions. Students develop an awareness of and are able to challenge what is valued in terms of health and physical activity within their families, social groups, institutions and society, and within diverse cultures in the broader community. Through practical learning experiences students are provided with opportunities to learn about and participate in physical activities, games and dance from their own and others' cultures and explore the importance of culture on participation in physical activity.

Literacy

In PDHPE, students are provided with opportunities to develop and build on their literacy skills through the acquisition of specific terminology and language related to health and physical activity concepts. Learning in PDHPE encourages students to develop skills that empower them to be critical consumers, with the ability to access, interpret, analyse, challenge and communicate the dynamic nature of information and influences in the field of health and physical education. Students are provided with opportunities to practise communication such as oral, written, visual and digital forms to promote and enhance the health, safety, wellbeing and participation in physical activity of individuals and groups within various contexts. This includes learning to communicate with a variety of audiences, express their own ideas, emotions and opinions in respectful and appropriate ways. Students develop skills to seek help for themselves and others. They develop their understanding of and utilise health and physical activity-related terminology as they provide feedback on movement performances and critically analyse a range of visual and multimodal health messages.

Numeracy

PDHPE helps students to become confident, willing and able to apply mathematics in their lives in meaningful and constructive ways in relation to health and physical activity concepts. PDHPE provides students with opportunities to use calculation, estimation and measurement to collect, interpret and present data related to nutrition, fitness and physical activity. Students identify how their bodies move in relation to effort, space and time and are provided with opportunities to apply analytical skills to show relationships when composing and performing movement sequences. They have opportunities to apply data-analysis skills to identify trends and patterns in health and physical activity behaviours to monitor and provide feedback on the body's reaction to a range of physical activities. Students interpret and analyse health and physical activity information to recognise risks, make predictions and inform health decisions and choices.

Personal and Social Capability

In PDHPE, students are provided with opportunities to develop self-management and interpersonal skills to build and maintain personal and social capabilities. Through a variety of experiences, students are enabled to build a strong sense of personal identity, recognising their personal strengths and those of others. They have opportunities to develop a capacity to empathise with others. Students develop skills and competency to navigate through changes and challenges in life. They are provided with opportunities to learn to appreciate diversity and understand the importance of building caring and respectful relationships. In PDHPE, students are provided with opportunities to express and reflect on their opinions, beliefs and values. This enables them to become independent learners who can apply the knowledge and skills of health and physical activity concepts to choices they make both now and in the future. Through opportunities to work collaboratively, students develop their personal and social skills and an appreciation for the different insights and perspectives of their peers and community. Using movement concepts and feedback, students develop their personal capabilities to improve performance and solve movement challenges.

Civics and Citizenship

Learning in PDHPE provides opportunities for students to develop the knowledge, understanding, skills, values and attitudes for being responsible, informed and active participants in their local, national and global communities. Through the study of PDHPE students have opportunities to explore ways they can positively contribute to their communities and have opportunities to practise, plan and implement strategies that enhance and promote the health, safety, wellbeing and participation in physical activity for themselves and others. Students are encouraged to question and be critical consumers of health products, information and services which are designed to address the health needs of children and young people. In PDHPE, students explore safe upstander and pro-social behaviours in relation to addressing bullying and forms of discrimination in various social and online environments. Through a range of movement contexts students can negotiate and perform a variety of roles and responsibilities and are provided with opportunities to evaluate the contribution of themselves and others when working in groups or teams.

Difference and Diversity

Difference and diversity comprises gender, ethnicity, ability and socio-economic circumstances. PDHPE develops students' understanding and appreciation of difference and diversity. In PDHPE, students are provided with opportunities to learn about empathy and inclusivity, interpret different perspectives and challenge stereotypical or prejudicial representations of diverse groups within the context of health and physical education. Students have opportunities to learn about the diverse meaning of health and physical activity within their communities and explore how different individuals and groups value health and wellbeing. They can recognise their similarities with other people, better understand their differences and are provided with the opportunity to demonstrate respect for diversity in a range of health and movement-based contexts. Students are provided with opportunities to practise and plan inclusive strategies to promote the health, safety and wellbeing of groups and advocate on behalf of themselves and others.

Work and Enterprise ★

The learning experiences in PDHPE provide a foundation that enables students to engage, actively contribute and advocate in their communities, workplaces and other pathways beyond school. Students develop an appreciation of the value of working individually and collaboratively as they learn in movement, about movement and through movement. PDHPE provides opportunities for students to prioritise safe practices and understand potential risks as they use specialised equipment. Students explore the social and cultural aspects related to work and examine the contribution workplace behaviours and relationships have on their own and others' health, safety, wellbeing and participation in physical activity. PDHPE provides opportunities for students to develop and enhance the self-management and interpersonal skills required for effective participation in work environments, including collaboration, leadership, decision-making, communication and negotiation. Students are provided with opportunities to develop a résumé, analyse job applications and practise interview techniques. The literacy skills developed through the study of PDHPE provide a platform for students to be confident contributors to the workplace and to promote and advocate for their own and others' workplace rights and responsibilities now and into the future.

Content for Early Stage 1

Health, Wellbeing and Relationships

Outcomes

A student:

- › identifies who they are and how people grow and change PDe-1
- › identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2
- › communicates ways to be caring, inclusive and respectful of others PDe-3
- › practises self-management skills in familiar and unfamiliar scenarios PDe-9
- › uses interpersonal skills to effectively interact with others PDe-10

Key Inquiry Questions

- What makes me unique?
- How do we grow?
- How can we care for and include each other?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students identify personal strengths and how people grow. They recognise and distinguish emotional responses people experience in different situations and are provided with opportunities to practise interpersonal skills to interact positively with others.

Content

What makes me unique?

Students:

- identify personal strengths and qualities, for example: (ACPPS001)
 - identify their unique strengths and qualities **S** 🧑
 - participate in a range of activities and explore which ones they enjoy and what makes them enjoyable 🧑
 - identify ways they can use their strengths to help themselves and others to stay safe in various situations **S** ⚙️ 🧑
 - recognise that people have different thoughts, feelings and responses to different situations **I** 🧑

How do we grow?

Students:

- identify how people grow and change, for example:
 - describe how their body grows and changes, eg growing taller (ACPPS002) ⚙️ 🧑
 - identify external body parts and name their functions, eg ears are for hearing ⚙️
 - discuss aspects of individual bodies that make them unique and special, eg size, shape, colour, male and female anatomy **S** ⚙️
 - identify parts of the body which are private 🚫
 - recognise the terms 'private' and 'public' are associated to parts of the body **S** ⚙️

How can we care for and include each other?

Students:

- identify and describe emotional responses people may experience in different situations, for example: (ACPPS005)
 - identify and describe different emotions, eg people who are happy, sad, anxious, excited, tired, angry or confused **S** ⚙️ 🧑
 - recognise emotional responses and experiences that can indicate unsafe situations, eg scared, worried **S** ⚙️ 🧑
 - learn and use appropriate strategies to communicate their feelings in different situations **I** ⚙️ 🧑
 - communicate in appropriate ways, eg use verbal and nonverbal communication to demonstrate understanding **I** 🗣️ 🧑
 - recall and share emotional responses to different situations **S** 🗣️ 🧑
 - read and view stories about adventures and communicate how characters feel and react when facing challenges, taking risks or during emergencies **S** ⚙️ 🗣️ 🧑

- practise interpersonal skills to interact positively with others, for example: (ACPPS004)
 - recognise that being kind, fair and respectful to others can support class health, safety and wellbeing **I** 🧑🏽
 - practise interpersonal skills to be an effective group member, eg express needs, wants and feelings appropriately, active listening, self-control, sharing and helping **I** 🧑🏽
 - respond to others when participating in physical activity to achieve agreed outcomes
 - recognise how it feels to be included in activities **I** 🧑🏽
 - show understanding of the contemporary use of Aboriginal yarning circles **I** 🤝 🧑🏽
 - identify and describe different families **I** 🧑🏽
 - share ideas about people who care for them, eg parents/carers **S I** 🧑🏽
 - identify people that can help in different situations, eg when injured, hurt, upset, sad or worried about a family member or a friend **S** 🧑🏽

Movement Skill and Performance

Outcomes

A student:

- › practises and demonstrates movement skills and sequences using different body parts PDe-4
- › explores possible solutions to movement challenges through participation in a range of activities PDe-5
- › uses interpersonal skills to effectively interact with others PDe-10
- › demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11

Key Inquiry Questions

- How do we move our bodies?
- How can we solve problems when moving?
- How do we participate with others when we are active?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore movement challenges from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.

Students develop and practise movement skills and sequences through active play and structured movement activities. They are provided with opportunities to learn through movement to improve competence and confidence in their movement abilities. Students learn about movement as they participate in physical activity in a range of different settings. They are provided with opportunities to develop self-management and interpersonal skills through movement. Students learn about their strengths and identify actions they can take to keep themselves and others safe when participating in physical activity.

Content

How do we move our bodies?

Students:

- demonstrate a variety of movement skills and movement sequences, for example:
 - perform non-locomotor skills, eg bending, twisting, swaying, reaching **M** 🌀 🧘
 - perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line **M** 🌀 🧘
 - perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling **M** 🌀 🧘
 - maintain stability on different bases of support, eg standing on one foot, lunging to one side, squatting **M** 🌀
 - create movement sequences without equipment, eg formations in rhythmic and expressive activities **M** 🌀 🧘 🧘
 - perform water safety, familiarisation and awareness skills, eg blow bubbles, floating on back, enter and exit the water safely with confidence **M** 🌀
- identify and describe how their body moves in relation to space, time, objects, effort and people, for example: (ACPMP011)
 - respond with movement to stimuli, eg rhythm, beat, music and words **I M** 🧘
 - observe and repeat movements that require actions of the whole body, eg travelling, forming shapes with the body, transferring body weight and replicating simple combinations of skills **M** 🧘
 - move at different speeds, different levels and in different directions with others in a designated area **M** 🧘 🧘
 - describe body positions when performing a range of different movements **I M** 🧘
- participate in games with and without equipment, for example: (ACPMP009)
 - participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries **M** 🧘
 - participate in games from a range of cultures, eg local community-endorsed Aboriginal and/or Torres Strait Islander games **M** 🤝 🌐 🧘
 - participate in minor games responding to stimuli, eg cooperation games, imagination games, simple ball games **M** 🧘
 - show understanding of language used in games and activities by responding to verbal and/or nonverbal directions **I M** 🧘
- participate in play that promotes engagement with outdoor settings and the natural environment, for example: (ACPPS007)
 - explore a range of ways to play and be active in outdoor or natural settings **M** 🌿 🧘
 - understand how to be safe in the outdoors through play in a range of natural environments **M** 🌿

How can we solve problems when moving?

Students:

- test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
 - attempt different ways to solve a movement challenge and discuss which ways were successful or not, eg use signals, cooperation, modify rules, change formations **S I M** ⚙️ 🧑
 - trial a number of techniques when trying new movement activities, eg position, focus, direction **S M** ⚙️ 🧑
 - identify options and make positive choices when faced with a decision about how they participate in a movement activity **S M** 🧑

How do we participate with others when we are active?

Students:

- collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)
 - relate appropriately to others in play situations, eg share equipment, materials and space **I M** 🧑
 - work with a partner or small group to complete a movement task or challenge **I M** ⚙️ 🧑
 - mirror a partner while moving to stimuli **M** 🧑 🧑
 - communicate intentions clearly when playing minor games **I M** 🧑
 - follow instructions for personal safety, fair play and appropriate use of equipment **I M** 🧑 🧑
 - identify boundaries, eg personal space and playing area **I M** ⚙️ 🧑 🧑

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2
- › explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-6
- › identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7
- › explores how regular physical activity keeps individuals healthy PDe-8
- › practises self-management skills in familiar and unfamiliar scenarios PDe-9
- › uses interpersonal skills to effectively interact with others PDe-10

Key Inquiry Questions

- What choices can help make me safe, supported and active?
- What helps us to stay healthy and safe?
- How do we make healthy and safe choices in different situations?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students learn about what and who supports themselves and others to be healthy, safe and active citizens. They are provided with opportunities to develop their knowledge, understanding and skills to develop self-management and interpersonal skills to positively interact with others. Students have opportunities to apply these skills across multiple contexts to establish and manage healthy, safe and active lives. They participate in movement-based learning experiences to strengthen their movement competencies and develop positive attitudes towards participation in physical activity and making active choices.

Content

What choices can help make me safe, supported and active?

Students:

- make connections between feelings, thoughts, body reactions and body language, for example:
 - discuss the concept of privacy and recognise reactions and body signs to safe and unsafe situations **S** ⚙️ 🗣️ 🧑
 - recognise that all people have the right to give consent and tell others not to touch their body when they do not want to be touched **S** 🗣️
 - communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel and react in different situations **S** ⚙️ 🗣️ 🧑
 - participate in games and physical activities and recognise how it can benefit their mental health, eg increased self-esteem, feeling calm and relaxed **M** ⚙️ 🧑
 - participate in different physical activities and explain their body's response before, during and after the activity **M** ⚙️ 🧑
 - share what they enjoy about being physically active and describe how it feels to be included and to work collaboratively with their peers **I** ⚙️ 🗣️ 🧑
 - compare the physical activities in which they participate and create a personal list of preferred physical activities using ICT tools **S** ⚙️ 🖥️ 🗣️
- perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities, for example:
 - participate in games and physical activities that require awareness of personal safety and boundaries, eg individual and team physical activities and games, aquatics **I M** ⚙️ 🧑
 - recognise the benefits of being physically active and participate in movement activities that develop fitness **M** ⚙️ 🧑
 - identify how regular physical activity can support health and wellbeing and participate in games where cooperation and inclusion are important for success **I M** ⚙️ 🧑
 - demonstrate appropriate use of equipment, follow rules and respond to commands when participating in physical activities **I M** ⚙️ 🧑

What helps us to stay healthy and safe?

Students:

- identify safe and positive health practices and display actions that promote health, safety and wellbeing, for example: (ACPPS006)
 - identify safe use of technology, eg limit screen time, follow school technology rules **I** ⚙️ 🗣️ 🧑
🖥️
 - communicate the importance of personal hygiene practices, eg washing hands **S I** 🗣️ 🧑
 - recall playground rules and participate in a range of ways to be safe and active through play in the outdoors **M** ⚙️ 🗣️ 🧑
 - explore foods that contribute to good health and healthy eating habits ⚙️ 🗣️ 🧑
 - discuss the advantages of customary diets of Aboriginal Peoples on-Country **I** 🗣️
 - identify preventive strategies that enhance health, eg sun protection **S** ⚙️ 🗣️ 🧑

- describe how individuals help one another to stay healthy and safe in various environments, for example:
 - recognise what makes an environment safe and supportive, eg 'no hat, no play' rule, vegetable garden **I** ⚙️ 🧰 🧰
 - recognise people they trust, who keep them safe and how they make them feel supported
 - express ways of showing kindness and care to others **S I** ⚙️ 🧰
 - recognise that media present messages which may be true or false 🗣️
- practise interpersonal skills when participating in various activities, for example:
 - participate in games and physical activities where they are required to make choices and share equipment, materials and spaces **I M** ⚙️ 🧰
 - demonstrate a number of skills and actions for safety, eg assertiveness, refusal skills, telling, persistence **I** 🗣️ 🧰
 - identify choices to enhance environmental safety, eg obey warning signs and signals, not touching dangerous objects ⚙️ 🗣️

How do we make healthy and safe choices in different situations?

Students:

- identify a number of possible skills and strategies to stay safe and be supportive, for example:
 - recognise that everyone has a right to say yes or no to affection, eg tickles, hugs, kisses 🧰
 - recognise appropriate touch and explore how to respond to inappropriate touch **S**
 - discuss different ways that the community and built environments support people and help to keep them safe, eg fences around playgrounds **I** ⚙️ 🌐 🧰
 - practise ways of seeking help in a range of different scenarios, eg call 000 during an emergency, use No-Go-Tell when feeling unsafe **S** 🧰
 - discuss the safe use and storage of household medications and poisons **I** ⚙️ 🗣️
 - recognise safety symbols and procedures for their own and others' safety in various water environments, eg never swim alone; swim between the red and yellow flags **I** ⚙️ 🗣️
 - understand and follow road safety procedures, eg use seatbelts and safety restraints; safe entry and exit from a vehicle; wear a helmet; hold an adult's hand when crossing the road; stop, look, listen and think when crossing the road ⚙️ 🧰
 - identify contextual factors that influence safety, eg family, peers, media, environment **S** ⚙️ 🧰
- describe how Aboriginal people stay safe on-Country, for example:
 - identify customary Aboriginal walking tracks in the local community or region and discuss the health benefits associated with caring for Country **I** 🗣️
 - identify themes in Aboriginal stories that teach children how to stay safe **I** 🗣️

Content for Stage 1

Health, Wellbeing and Relationships

Outcomes

A student:

- › describes the qualities and characteristics that make them similar and different to others PD1-1
- › recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-2
- › recognises and describes the qualities that enhance inclusive and respectful relationships PD1-3
- › demonstrates self-management skills in taking responsibility for their own actions PD1-9
- › describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10

Key Inquiry Questions

- How does my uniqueness shape who I am?
- How do we grow and change over time?
- How can we be inclusive and respectful?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students explore their sense of self and the factors that contribute to and influence their identity. They learn about emotions, how to enhance their interactions with others and the physical, emotional and social changes they go through as they grow older.

Content

How does my uniqueness shape who I am?

Students:

- describe their own and others' strengths and achievements and identify how these contribute to personal identity, for example: (ACPPS015)
 - recognise characteristics that make them both similar and different to others 🧠👉👤
 - describe their unique qualities and strengths and how these can develop resilience **S** 🧠👉👤
 - access stories where characters demonstrate strength and how these help the character achieve positive outcomes (ACPPS001) **S** 🧠👉👤
 - describe how others' strengths contribute to successful outcomes, eg by participating in games and/or physical activities 🏆

How do we grow and change over time?

Students:

- describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community, for example: (ACPPS016)
 - describe changes in their physical appearance now compared to when they were younger **I** 🧠👤
 - identify body systems and parts, eg skeletal, senses, male and female anatomy **I** 🧠👤
 - describe the meaning of 'private' and understand their own and others' bodies are private, eg distinguish between appropriate and inappropriate touching, consent **S I** 🏠
 - understand the contexts when body parts should be kept private 🧠👤
 - understand basic needs and rights of a child 🏠
 - identify and describe significant relationships in their lives and how these have changed over time, eg family **I** 🧠👉👤
 - discuss ways parents/carers, families and cultural groups acknowledge and celebrate major stages of development **I** 🧠👉👤
 - identify independent tasks and explain how these have changed since they were younger **I** 🧠👤

How can we be inclusive and respectful?

Students:

- describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example: (ACPPS019)
 - identify groups people belong to and why they are important, eg support from family, friends and cultural groups **I** 🧠👤
 - recognise how family and community may have diverse stereotypical expectations for girls and boys, eg expressing different emotions, interests, characteristics, personality, physical appearance, abilities **S** 🧠🏠👤
 - demonstrate cooperation and observe rules in group activities, eg taking turns, communicate and respond to others appropriately, express appreciation to others **I**
 - recognise how people feel when they are included and excluded from groups and activities **I** 🏠👤
 - explore kinship as an important part of Aboriginal and Torres Strait Islander cultures **I** 🏠👤🌐
 - explore the significance of storytelling in dance, music and song from diverse cultures, including those of Aboriginal Peoples **I** 🏠👤🎵
 - demonstrate an understanding of what it means to be inclusive and respectful to others, eg peers, people with disability **S** 🏠👤

- identify and practise physical and emotional responses that account for their own and others' feelings, for example: (ACPPS020)
 - predict how a person might feel based on the words used, facial expressions and/or body language **S** ⚙️ 🗣️ 👤
 - recognise own emotions and demonstrate positive ways to respond to different situations, eg kinds of touch, assertiveness, seeking help, loss of a family pet **S** 🗣️
 - identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses **S** 🗣️
 - understand how a person's reaction to a situation can affect others' feelings **S** 🗣️ 👤

Movement Skill and Performance

Outcomes

A student:

- › performs movement skills in a variety of sequences and situations PD1-4
- › proposes a range of alternatives to solve movement challenges through participation in a range of activities PD1-5
- › describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10
- › incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences PD1-11

Key Inquiry Questions

- What are the different ways we can move our body?
- How can we move and improve our involvement in physical activity?
- How can we participate safely and fairly during physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.

Students are provided with opportunities to learn through movement. They broaden the range and complexity of movement skills they are able to perform and learn how to apply simple movement skills and sequences individually, in groups and in teams. Students further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment. Students are provided with opportunities to develop personal, self-management and interpersonal skills through movement settings.

Content

What are the different ways we can move our body?

Students:

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
 - perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M** 🏃 🏊 🏈
 - use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling **M** ⚽ 🏐 🏏
 - demonstrate stability and body control balances, eg vee sit, lunge, knee scale, arabesque **M** 🧘
 - demonstrate balances on different parts of the body and make different shapes, eg using three body parts, one hand and one foot **M** ⚙️ 🏊 🏈
 - combine fundamental movement skills to perform a simple movement sequence **M** ⚙️ 🏊
 - perform a range of water safety and survival skills, eg treading water, throwing a buoyant rescue aid **M** ⚙️
 - propel through the water in a streamlined position, using arm action and continuous kicking **M**
- apply movement concepts to create and perform movement sequences, for example:
 - demonstrate changes in speed, direction and level of movement in response to changes in music tempo, eg in rhythmic and expressive activities **I M** ⚙️ 🏊 🏈
 - create, follow, repeat and alter movement sequences in response to rhythm, music or words, eg rhythmic and expressive activities, minor games **I M** ⚙️ 🏐 🏏
 - construct and perform creative and original movement sequences in response to stimuli, eg rhythmic and expressive activities **I M** 🏊
 - perform movements using relationships, eg under, over, through and between objects, people and equipment **M** ⚙️ 🏊

How can we move and improve our involvement in physical activity?

Students:

- propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMPO31)
 - select and implement different movement skills and concepts to be successful in a game and/or physical activity **S M** ⚙️ 🏐 🏏
 - identify appropriate strategies and/or tactics to influence achievement in games and physical activities **S M** ⚙️
 - compare different types of movements and identify which ones are easier and harder, eg locomotor, non-locomotor and object control skills **S M** ⚙️
 - persist with more difficult movements in a range of physical activities regardless of success **S M** 🏊
 - predict possible outcomes of alternative actions and decide which is likely to be the most effective **S M** ⚙️ 🏊
 - reflect on performance and identify and demonstrate ways to perform a skill more successfully **S M** ⚙️ 🏊
 - seek and respond to feedback from peers or teachers on their performance **S I M** 🏐 🏏

- use strategies to work in group situations when participating in physical activities, for example: (ACPMP030)
 - work cooperatively with a partner when practising new skills **I M** 🧑🏿🧑🏿
 - communicate positively when working in groups to encourage others and promote inclusion **I M** 🗣️
 - describe and/or demonstrate how to include others in physical activity **S I M** 🗣️ 🧑🏿🧑🏿
 - suggest and trial how an activity or game can be changed so that everyone can be involved **I M** ⚙️

How can we participate safely and fairly during physical activity?

Students:

- identify rules and fair play when participating in physical activities, for example: (ACPMP032)
 - explain why rules are needed in games and physical activities **I M** ⚙️ ⚖️
 - demonstrate turn-taking and safe sharing of equipment when participating in physical activities and minor games **I M** 🧑🏿🧑🏿
 - explain how rules contribute to personal safety and fair play and apply them in group activities **I M** ⚖️ 🗣️ 🧑🏿🧑🏿
 - communicate how and when they and others demonstrate safety and fair play **I M** ⚖️ 🗣️ 🧑🏿🧑🏿
- create and participate in games with and without equipment, for example: (ACPMP027)
 - invent games with rules using one or two pieces of equipment **S M** ⚙️ 🗣️ 📄
 - use stimuli, eg equipment, rhythm, music and words to create and participate in games **S M** ⚙️ 🗣️ 📄
- identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023)
 - participate in physical activities in a range of different environments, eg natural, school, local community settings **M** 🌳
 - learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games and walking Country as endorsed by the local Aboriginal community **I M** 🗣️ ⚙️ 🌐

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-2
- › understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity PD1-6
- › explores actions that help make home and school healthy, safe and physically active spaces PD1-7
- › participates in a range of opportunities that promote physical activity PD1-8
- › demonstrates self-management skills in taking responsibility for their own actions PD1-9
- › describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10

Key Inquiry Questions

- How can I be responsible for my own, and others' health, safety and wellbeing?
- How can I act to help make my environments healthy, safe and active?
- What influences my decisions and actions to be healthy, safe and physically active?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.












Content Focus

Students are provided with opportunities to explore actions that enhance their own and others' health, safety, wellbeing and participation in physical activity. Through practical application students develop help-seeking skills and adopt strategies that help to keep themselves and others healthy, safe and active. Students explore health messages and describe how they relate to decision-making and health-related behaviours. Through active participation in a variety of movement-based learning experiences students develop their self-management and interpersonal skills to support others.

Content




















How can I be responsible for my own, and others' health, safety and wellbeing?

Students:

- describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)
 - recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road  
 - describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear **I**  
 - predict outcomes of personal choices in order to make safe decisions **S**  
 - recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency **S**  
 - identify and participate in opportunities that promote healthy decisions, eg free-time play **M**  
 - identify and participate in opportunities that could encourage themselves and others to be physically active at school, home and in the community, eg outdoor recreation activities, moderate-to-vigorous games and activities **M** 

How can I act to help make my environments healthy, safe and active?

Students:

- practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMP030)
 - identify food groups and explore how eating healthy foods and drinks can benefit health and wellbeing  
 - explore reasons for personal food choices and eating habits   
 - understand personal hygiene routines that promote health, eg dental care, blood safety **S**  
 - describe preventive practices to improve health and safety, eg wear protective clothing and equipment, sun protection **I**  
 - develop respectful relationships with peers and other people through interaction and cooperation in organised group activities **M** 
 - use positive communication to encourage others and express appreciation when others give help **I**  
 - recall people they can contact to support themselves and others, eg phone numbers of organisations, emergency organisations **S I**  
 - demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell **S I**  
 - develop and demonstrate inclusive strategies to work cooperatively in games and physical activities **I M**  
 - demonstrate actions they can use to seek help for or support others in different situations, eg bullying **I** 

- explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:
 - describe places set aside in the community and at school for play and consider how people use them 🎮👉
 - participate in new and unfamiliar physical activities to develop fitness and health **M** 🎮👉👉
 - describe how being fair, respectful and inclusive during activities contributes to their own and others' health, safety and wellbeing **I** 🎮👉👉
 - describe and demonstrate what is needed to travel safely, eg cross at pedestrian crossings, ride on the footpath **S I** 🎮👉👉
 - explore actions to stay safe in a range of water environments, eg safe places to swim **M** 🎮👉👉
 - identify items not to be shared to keep others safe due to contamination, infection, allergies or anaphylaxis **S** 🎮👉👉
 - explain how rest, mindfulness and sleep are important actions for their own health and wellbeing **S** 🎮👉👉
 - explore the benefits of regular physical activity to health and wellbeing **M** 🎮👉👉
 - implement sustainable practices in the classroom to improve the health and wellbeing of the class, eg developing class rules, opportunities to eat fruit and drink water, regularly scheduled movement breaks **I M** 🎮👉👉

What influences my decisions and actions to be healthy, safe and physically active?

Students:

- explore health and safety influences that benefit Aboriginal and Torres Strait Islander cultures, for example:
 - create a meal using bush tucker ingredients that take into account the cultural significance of bush food 🍴
 - recognise the benefits of bush tucker as part of a healthy diet **I** 🍴
 - describe the benefits in being connected to a community to keep safe, eg guidance and advice passed on from Elders, seniors and knowledge holders **I** 🍴
- examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPS021)
 - recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, eg parents/carers, family, peers, people in their community **S I** 🍴👉👉
 - recognise and discuss how cultural knowledge, practices and customs are used to pass on health information from one generation to the next **I** 🍴👉👉
 - describe choices and factors that have an impact on their own and others' health and safety, eg smoking, fast food, pollution, participating in physical activity **I** 🍴👉👉
 - explore media health messages and slogans and describe the decisions and behaviours they encourage **I** 🍴👉👉
 - explore influences on participation in physical activity, eg enjoyment, individual versus partner activities, ability, friendship, challenge **I M** 🍴👉👉

Content for Stage 2

Health, Wellbeing and Relationships

Outcomes

A student:

- › explores strategies to manage physical, social and emotional change PD2-1
- › explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2
- › explains how empathy, inclusion and respect can positively influence relationships PD2-3
- › demonstrates self-management skills to respond to their own and others' actions PD2-9
- › demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10

Key Inquiry Questions

- How does who I am influence others?
- How can we manage change?
- Why are empathy, inclusion and respect important in our relationships?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students explore contextual factors that support and contribute to their identity and emotional responses in varying situations. They develop a deeper understanding of how bodies grow and change. Students explore how to build and maintain caring, respectful and inclusive relationships.

Content

How does who I am influence others?

Students:

- explore how success, challenge and overcoming adversity strengthens identity, for example: (ACPPS033)
 - explore factors that influence the development of personal identity, eg parents/carers, family, friends, school, gender stereotypes and expectations, disability, culture, religion, emerging world issues **S** 🌟 🗣️ 🧑
 - describe various factors that contribute to Aboriginal and/or Torres Strait Islander identity 🗣️
 - explain how persistence and meeting challenges strengthens identity **S** 🧑
 - propose ways to respond positively to challenge and overcoming adversity, eg positive self-talk, optimistic thinking and help-seeking behaviours, appropriate expression of feelings **S** 🌟 🧑
 - explore how overcoming a challenge or adversity can unite a group of diverse people **I** 🧑 🌟

How can we manage change?

Students:

- explore strategies to manage physical, social and emotional change, for example: (ACPPS034)
 - identify people or sources of information to learn about change and to seek help and advice, eg family members, a trusted adult **S** 🌟 🧑
 - describe changes associated with puberty, eg menstruation, body hair, feelings, attraction to others and identify strategies to manage these changes, eg talking to parents/carers **I** 🗣️
 - discuss changes that happen as people get older and how this can impact on how they think and feel about themselves and different situations, eg friendships, loss and grief, personal identity **S** 🌟 🧑
- investigate how emotional responses vary in depth and strength, for example: (ACPPS038)
 - recognise their own emotional responses to different situations and how these might differ to others, eg anxious, worried, happy, excited **S** 🌟 🌐 🧑
 - describe strategies they can use to predict and manage their emotions before making a decision, eg calm down before responding, walk away from an emotional situation, consider the alternatives for the situation **S** 🌟 🧑

Why are empathy, inclusion and respect important in our relationships?

Students:

- describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037)
 - identify roles, rights and responsibilities in different relationships **S** 🧑
 - describe behaviours that show empathy and respect for the rights of others **S** 🧑
 - discuss reconciliation in Australia and its positive impact on Aboriginal and Torres Strait Islander Peoples, histories and cultures and society through building understanding and respectful relationships **S I** 🌐 🧑 🗣️
 - predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them, eg tell an adult if someone is being bullied **S** 🗣️ 🧑

- make positive contributions to group activities, for example:
 - make contributions to group discussion following agreed rules, eg hand up when wanting to speak **I** 🙋
 - demonstrate assertive responses and disagree in appropriate ways **S I** 🙋
 - work in a group to achieve a set task or goal **I** 🙋
- investigate Aboriginal and/or Torres Strait Islander and other peoples' cultures and cultural heritages to respect and value diversity, for example: (ACPPS042)
 - explore local Aboriginal cultures and cultural heritages and propose ways to show respect and valuing diversity in the community **S I** 🙋
 - investigate ways different cultures celebrate important events and develop a sense of belonging in their community **S I** 🙋🌐🇺🇸

Movement Skill and Performance

Outcomes

A student:

- › performs and refines movement skills in a variety of sequences and situations PD2-4
- › applies strategies to solve movement challenges PD2-5
- › demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10
- › combines movement skills and concepts to effectively create and perform movement sequences PD2-11

Key Inquiry Questions

- How can we move our bodies to perform skills in different ways?
- How can we demonstrate our understanding of movement to solve challenges?
- How can we include others in physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.

Students build on previous learning in movement to develop greater proficiency across the range of movement skills. They combine movements to create more complicated movement sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. Students are provided with opportunities to develop self-management and interpersonal skills, including leadership, communication, collaboration, problem-solving, persistence and decision-making through movement and physical activity.

Content

How can we move our bodies to perform skills in different ways?

Students:

- perform and refine movement skills in a variety of movement sequences and contexts, for example:
 - perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M** 🧩
 - explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** 🧩
 - demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects **M** ⚙️
 - perform fundamental movement skills to demonstrate weight transference in different physical activities, eg sidestepping or running backwards **M** ⚙️
 - perform routines that connect movements, eg using rolling actions, weight transferring, flight, landing and balancing to explore centre of gravity and stability **M** ⚙️ 🧩
 - participate and use equipment in a variety of games and modified sports **M**
 - adapt movement skills to improve accuracy and control in a variety of contexts **M** ⚙️
 - perform a range of water survival and water rescue skills, eg perform a surface dive and propel the body underwater to recover an object, float on front and back in deep water **M** ⚙️ 🧩 🧩
 - coordinate kicking with arm movements to move the body in a streamlined position through the water on front and back to swim 25 metres **M** 🧩
- practise and apply movement concepts and movement skills to create and perform movement sequences, for example:
 - combine elements of space, time, objects, effort and people when performing movement sequences (ACPMPO47) **M** ⚙️
 - combine locomotor and non-locomotor movement to create and perform movement sequences **M** ⚙️
 - vary a simple sequence by applying movement concepts to create a new sequence **M** ⚙️
 - create and perform movement sequences that vary in shape, size, direction, level, speed and flow, eg rhythmic and expressive activities, individual/group/team physical activities **M** ⚙️

How can we demonstrate our understanding of movement to solve challenges?

Students:

- pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:
 - apply movement skills and respond to feedback to solve movement challenges **S M** ⚙️ 🏆
 - pose questions to others as a strategy for solving movement challenges **S I M** ⚙️ 🗣️ 🏆
 - test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M** ⚙️
 - draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** ⚙️
 - identify how to modify plans within a game to achieve success **S M** ⚙️
 - participate in physical activities which require problem-solving and persistence to achieve a goal **S M** ⚙️ 🏆
 - plan and perform strategies and/or tactics to be successful in tag and dodge games **S M** ⚙️ 🏆
 - demonstrate movement concepts and strategies to create scoring opportunities **S M** ⚙️
 - use problem-solving strategies to identify ways to make environments safer **S M** ⚙️

How can we include others in physical activity?

Students:

- adopt inclusive practices when participating in physical activities, for example: (ACPMP048)
 - use interpersonal skills to complete a movement task, eg a partner balance, partner passing strategy or team strategy **I M** 🏆
 - work collaboratively with team members to maintain possession in a game **I M** 🏆
 - modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space **S I M** 🏆
 - identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I M** 🏆
- apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)
 - collaborate to decide rules for a new game **I M** ⚙️ 🗣️ 🏆
 - contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M** ⚖️ 🏆
 - recognise fairness and inclusion in a game situation, and propose strategies to promote these actions **S I M** ⚙️ ⚖️
- participate in physical activities from their own and other cultures, for example: (ACPMP108)
 - participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games **M** 🗣️ 🌐 🏆
 - learn and participate in games from diverse cultures and teach the class how to play them **M** 🌐 🏆

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2
- › describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity PD2-6
- › describes strategies to make home and school healthy, safe and physically active spaces PD2-7
- › investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD2-8
- › demonstrates self-management skills to respond to their own and others' actions PD2-9
- › demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10

Key Inquiry Questions

- How can I contribute to promote healthy, safe and active communities?
- How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?
- What skills and strategies do we need to be healthy, safe and empowered?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students are provided with opportunities to apply knowledge, understanding and skills to take action to enhance their own and others' health, safety, wellbeing and participation in physical activity. They explore a range of social situations to develop understanding of health, safety, wellbeing and physical activity concepts. Students explore the benefits and importance of regular physical activity in maintaining health and fitness. They are provided with opportunities to design strategies that promote their own and others' health and safety and help to increase levels of physical activity at home and at school.

Content

How can I contribute to promote healthy, safe and active communities?

Students:

- describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example:
 - recognise types of abuse and bullying behaviours and identify safe and supportive upstander behaviour and protective strategies **S** 🗨️ 🧑
 - recognise and practise strategies that nurture mental health and wellbeing, eg mindfulness, relaxation **S** 🧘 🌐
 - explain how their level of skill can influence their participation in games and physical activities **M** ⚙️ 🧑 🧑
- recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:
 - identify problem situations in the playground and classroom and suggest ways to improve their environment **I** ⚙️ 🧑 🧑
 - describe factors that have an impact on participation in physical activity and develop plans to increase their own and others' physical activity levels **S M** ⚙️ 🧑
 - identify a range of programs and services in the community that promote and protect different cultural heritages 🗨️ 🌐 🧑
 - research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, eg online collaboration tools, multimedia presentations **S I** ⚙️ 🗨️ 🧑 🧑
 - explore options to promote healthy eating, eg identify healthy and unhealthy snack foods **I** 🧑

How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Students:

- identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036)
 - discuss the accuracy of information about health and safety provided to them by external sources **S** ⚙️ 🧑
 - practise responses and strategies that promote personal safety in unsafe situations, eg No-Go-Tell, seek assistance **I** ⚙️ 🧑 🧑
 - identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and others, eg follow school rules **I** ⚙️ 🧑
 - identify protective strategies in road environments, eg safe crossing procedures, use safety equipment when travelling on wheels, stand clear of the train platform edge **S I** ⚙️ 🧑
 - recognise and rehearse water safety strategies and skills, eg entry and exit, check for underwater obstacles, never swim alone, look for safety signs **M** ⚙️ 🧑
 - recognise practices that prevent lifestyle disease and support their own and others' health, eg balanced eating habits, participation in physical activity **M** ⚙️ 🧑

- suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example:
 - take action to plan, promote and adopt healthy food and drink choices that support sustainable practices at home and at school, eg healthy cooking **S I** 🍴 ⚙️ 🍷 🍷
 - explore strategies and take part in actions that respect and celebrate their own and others' cultural diversity **I** 🌐 🗳️ 🗳️ 🗳️
 - recognise how regular physical activity promotes healthy and active communities and access opportunities to be active while they are at home and at school **M** ⚙️ 🗳️
 - promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools **I** ⚙️ 🗳️ 🗳️
 - analyse patterns of physical activity over time using ICT tools to record and propose changes to daily routines to reduce sedentary behaviour and increase physical activity levels **M** ⚙️ 🗳️ 🗳️
- perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:
 - create and participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course **M** 🗳️
 - perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques **M** ⚙️ 🗳️ 🗳️
 - describe the interrelationship between regular physical activity and levels of fitness and health **S M** ⚙️ 🗳️
- examine the effects of physical activity on the mind and body, for example:
 - investigate the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing **M**
 - participate in physical activities in natural environments in the local area and reflect on the enjoyable components of participation, eg outdoor recreation **M** 🌐 🗳️ 🗳️
 - recognise the physical, social and emotional benefits of participating in a new game or sport, eg individual/group/team physical activities, cultural games **M** 🌐 🗳️ 🗳️
 - investigate the physical activities people engage in to improve or maintain their health, wellbeing and fitness using ICT tools to collect and collate information **S I** 🌐 🗳️

What skills and strategies do we need to be healthy, safe and empowered?

Students:

- discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:
 - identify medical conditions that influence personal choices and decisions, eg anaphylaxis **I** ⚙️ 🗳️
 - describe why people use drugs for medical and non-medical reasons **I** ⚙️ 🗳️
 - describe the effects of tobacco and alcohol on physical and mental health and demonstrate refusal skills to enhance their own health **S I** ⚙️ 🗳️ 🗳️
 - share ideas, feelings and opinions about the influence of peers and significant others on various issues, eg bullying, discrimination, eating habits and nutrition, drug use, online safety and physical activity levels **I** 🗳️ 🗳️
 - explore the influence of environment and culture on their own and others' health choices in relation to food practices at home and at school, eg edible gardens, healthy canteens **I** 🌐 🗳️ 🗳️
 - explain how Aboriginal and/or Torres Strait Islander Peoples' connection to Country influences their own and others' health and wellbeing **S I** 🗳️

- discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey, eg food choices (ACPPS039) **S** ⚙️ 📺 🗑️ 📦
- compare the characteristics and benefits of physical activities that can take place in natural and built environments, eg outdoor spaces versus indoor spaces, bushlands and parks versus school playgrounds, at home versus in the community 🌐 🌱 🌐
- describe strategies to make home and school healthy, safe and physically active spaces 🗑️
- analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example:
 - compare feelings they experience in a variety of safe and unsafe situations **S I** ⚙️ 🗑️ 📦
 - recognise emotional and behavioural warning signs associated with unsafe situations, eg secrets, bribes, threats, jealousy, power and control, negative feelings **S** ⚙️
 - predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered **S I** ⚙️ 🗑️ 📦
 - explain how accomplishing challenges makes them feel good about themselves and builds confidence to try new things, eg positive risk-taking 🗑️ 📦
- explore and build upon strategies that maintain or improve health and wellbeing of Aboriginal and Torres Strait Islander Peoples, for example:
 - investigate practices between health organisations and local Aboriginal communities **I** 🗑️
 - explore visual and written communication targeting Aboriginal and Torres Strait Islander Peoples to improve health and wellbeing **I** 🗑️

Content for Stage 3

Health, Wellbeing and Relationships

Outcomes

A student:

- › identifies and applies strengths and strategies to manage life changes and transitions PD3-1
- › investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2
- › evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3
- › applies and adapts self-management skills to respond to personal and group situations PD3-9
- › selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10

Key Inquiry Questions

- How does my uniqueness change over time?
- How can I manage transitions and challenges?
- How do empathy, inclusion and respect have an impact on myself and others?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students examine factors that influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and seek help. Students practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others' health, safety and wellbeing. Students explore the influence of emotional responses on relationships.

Content

How does my uniqueness change over time?

Students:

- examine how identity and behaviour are influenced by people, places and the media, for example: (ACPPS051)
 - identify how personal strengths and qualities contribute to identity and inform views **S** 🧑
 - discuss how personal and cultural identity can change over time, eg influence of media **S** ⚙️
 - discuss how Aboriginal and/or Torres Strait Islander Peoples engage with diverse world views **I** 🤝 ⚙️ 🌐 🤝
 - distinguish different types of relationships and their diversity, eg families, friendships 🌐
 - explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships **S I** 🌐 🧑

How can I manage transitions and challenges?

Students:

- examine change and investigate resources and strategies to manage transition and challenges, for example: (ACPPS052)
 - recognise and understand types of change, eg physical changes, changing feelings towards other people 🤝
 - understand that individuals experience change associated with puberty at different times, intensity and with different responses, eg menstruation, wet dreams **S** 🧑
 - explore the function and interrelationship of body systems **S** ⚙️ 📖 🤝
 - identify and evaluate age-appropriate sources of information to enhance understanding of changes associated with growth and development **S** ⚙️ 📖 🤝
 - investigate help-seeking strategies to manage changes associated with puberty, eg talking to trusted adults, accessing health products and services **S I** ⚙️ 📖 🤝
- investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053)
 - identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts, eg parents/carers, family, community Elders, community organisations, teachers **S I** 🤝 ⚙️ 🧑
 - research sources of health information and places where they can seek help about health, safety and wellbeing **S I** 📖 🤝
 - apply criteria to determine the reliability and relevance of community resources in providing factual information ⚙️ 📖 🤝

How do empathy, inclusion and respect have an impact on myself and others?

Students:

- examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056)
 - analyse situations where emotions can influence decision-making **S** 🧠 🗣️
 - discuss how appropriate emotional responses can have an impact on relationships, eg empathy, excitement, happiness **S** 🗣️
 - explore how emotions can vary according to context and be unpredictable, eg loss and grief **S**
 - explore contextual factors that influence the expression of emotions, eg peer pressure, cultural norms, gender expectations **S** 🗣️
 - explore scenarios to identify behaviours which make a scenario safe or unsafe, eg warning signs, secrets, threats, bribes, violence **S I** 🧠 🗣️ 🗣️
- practise skills to establish and manage relationships, for example: (ACPPS055)
 - explore reasons why relationships change and devise strategies to manage transitions, eg changing school, joining a new team, changing priorities, family separation **S** 🧠 🗣️
 - demonstrate skills and strategies to establish new relationships, eg set boundaries, effective communication, share power, display empathy **S I** 🗣️
 - describe actions that support caring and respectful relationships **S** 🧠 🗣️
 - recognise risk, abuse and neglect in relationships and ways to seek help 🗣️
 - select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, eg negotiation, refusal skills **S I** 🗣️
 - describe protective actions to develop respectful relationships and identify skills to address the abuse of power in relationships, eg seeking help, persistence, assertive responses, problem-solving **I** 🧠 🗣️
 - plan for responsible and respectful use of mobile devices and social media in relationships **S**

Movement Skill and Performance

Outcomes

A student:

- › adapts movement skills in a variety of physical activity contexts PD3-4
- › proposes, applies and assesses solutions to movement challenges PD3-5
- › selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10
- › selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences PD3-11

Key Inquiry Questions

- How can we adapt and perform movement skills in different situations?
- How can we use strategies and tactics to create solutions to movement challenges?
- How can we work with others to build positive relationships during physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore challenging movement activities from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.

Students manipulate and modify a wide range of movement skills into a variety of movement sequences and situations. They apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in physical activity. Students develop their understanding of movement as they learn to monitor how their body responds to different types of physical activity. They continue to apply rules fairly and behave ethically when participating in different physical activities. Students develop skills to effectively communicate and problem-solve in teams or groups in movement settings.

Content

How can we adapt and perform movement skills in different situations?

Students:

- perform and refine movement skills to a variety of situations, for example:
 - vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills **M** ⚙️
 - adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** ⚙️
 - transfer sequence of locomotor and non-locomotor movements, eg floor to apparatus, mini trampoline to vault, balance beam, swing and land **M** ⚙️
 - adapt movement skills to perform own or set movement sequences with consistency **S M** ⚙️
 - use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance **S M** 📺
- practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)
 - jumping, hopping or stepping with control for height and/or distance, eg long, high or triple jump **M** ⚙️
 - apply locomotor and stability skills to create deception in different movement situations, eg dodging, faking a pass, field/court positioning **M** ⚙️
 - refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch **M** ⚙️
 - apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
 - compose and perform a range of complex static and dynamic balances on different body parts individually and/or with a partner or small group **M** ⚙️
 - design a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another **M** ⚙️ 📺 📺
 - perform physical activities that involve a transition from one skill to another, eg from dribbling to shooting, leaping to balancing, running and passing, running to kicking **M** ⚙️ 📺 📺
 - use, with cultural guidance and endorsement, different stimuli and music genres when performing creative dances from a range of cultures, eg Aboriginal and/or Torres Strait Islander and Asian cultures **I M** 📺 📺 📺
 - perform a range of swimming and water rescue skills, eg freestyle, backstroke, breaststroke, entry and exit in deep water, deep dive, rope rescue **M** ⚙️ 📺
- manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)
 - demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass **M** 📺
 - create a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time **M** ⚙️ 📺 📺
 - work with a partner to explore pushing and pulling movements and how these can be manipulated to perform counterbalances **M** ⚙️ 📺 📺
 - appraise the quality of movement in order to modify and improve performance **M** ⚙️

How can we use strategies and tactics to create solutions to movement challenges?

Students:

- apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)
 - recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** ⚙️ 🧱
 - apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** ⚙️ 🧱
 - assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences **S M** ⚙️ 🧱
 - demonstrate defensive and offensive play in modified games **M** ⚙️
 - propose and apply movement concepts and strategies to perform movement sequences at different levels using different types of equipment **S I M** ⚙️ 🧱
 - implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** ⚙️ 🧱
 - explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** ⚙️ 🧱

How can we work with others to build positive relationships during physical activity?

Students:

- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities, for example: (ACPMP067)
 - understand and perform different roles and responsibilities in physical activities that promote enjoyment, safety and/or positive outcomes for participants **I M** ⚖️ 🧱
 - demonstrate negotiation skills when dealing with conflicts or disagreements in movement situations **I M** ⚖️ 🧱
 - respond appropriately to others when working in small groups on movement tasks or challenges **I M** 🧱
 - perform in ways that enhance the contribution of self and others in a range of cooperative situations **I M** 🧱
- demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)
 - propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** ⚙️ ⚖️ 🧱
 - correctly interpret, explain and/or apply rules in games and physical activities **I M** ⚖️ 🧱
- participate in physical activity from their own and others' cultures and examine how involvement creates community connections and intercultural understanding, for example: (ACPMP066)
 - research physical activity in Aboriginal and Torres Strait Islander cultures **I M** 🖐️
 - research and participate in different culturally diverse physical activities that people in other countries play **M** 🌐 🌐

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2
- › distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable PD3-6
- › proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces PD3-7
- › creates and participates in physical activities to promote healthy and active lifestyles PD3-8
- › applies and adapts self-management skills to respond to personal and group situations PD3-9
- › selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10

Key Inquiry Questions

- How responsible am I for my own and others' health, safety and wellbeing?
- What actions positively influence the health, safety and wellbeing of my community?
- How does a healthy, safe and active lifestyle enhance connection with others?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students develop their knowledge, understanding and skills to create opportunities and take action to lead healthy, safe and active lives. They develop an understanding of the role of protective strategies in promoting and maintaining their own and others' wellbeing. Students explore ways of being active to contribute to fitness and health. They are provided with opportunities to value personal identity and diversity and contribute to building positive environments within the school and wider community.

Content

How responsible am I for my own and others' health, safety and wellbeing?

Students:

- recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
 - reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community **S I** 🧠 🗣️
 - suggest and practise action plans for emergency situations to ensure the safety of themselves and others, eg basic first aid, DRSABCD, asthma, allergies and anaphylactic reactions **S I** 🧠 🗣️ 🏠 🚑
 - discuss strategies to help others understand points of view that differ from their own to identify opportunities for community action, eg pro-social behaviour **S I** 🧠 🗣️ 🏠 🚑 🗣️ 🗣️
 - model behaviour that reflects sensitivity to the needs, rights and feelings of others **S I** 🧠 🗣️ 🗣️ 🗣️
 - explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, eg peer support, modify games or activities to include people with disabilities **S I** 🗣️ 🗣️ 🗣️
 - discuss the importance of health, safety and wellbeing services in supporting children and share information about local services using ICT tools, eg online collaboration, multimedia presentation **S** 🧠 🗣️ 🗣️
- recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants, for example:
 - observe and explain how individual strengths and teamwork contribute to achieving success in physical activities **S I M** 🧠 🗣️ 🗣️
 - examine the benefits of physical activity to social health and mental wellbeing **S** 🧠
 - understand the contribution of different roles and responsibilities in games and physical activities **S** 🧠 🗣️
 - participate safely and positively in groups and teams by encouraging others and negotiating roles and responsibilities during physical activity, eg initiative/challenge physical activities (ACPMPO67) **I M** 🧠 🗣️ 🗣️
 - discuss how safe participation in outdoor activities creates connections to natural and built environments (ACPPS059) **S I** 🧠 🗣️ 🗣️
 - explain how access to natural and built environments can help or hinder participation in physical activities **S I** 🧠 🗣️

What actions positively influence the health, safety and wellbeing of my community?

Students:

- investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example:
 - plan for healthy food and drink habits which reflect the Australian Government dietary guidelines and advice for children **S** 🧠 🗣️
 - compare food labels and suggest ways to improve the nutritional value of meals **S** 🧠 🗣️ 🗣️
 - analyse the changing influences on the diets of groups within Australia, eg Aboriginal and Torres Strait Islander Peoples **I** 🗣️ 🧠 🗣️
 - discuss the benefits of customary Aboriginal health and wellbeing practices **I** 🗣️
 - monitor and plan for action to meet recommendations for daily physical activity and screen time **M** 🧠
 - create connections with others to enhance social and emotional health **I** 🗣️ 🗣️ 🗣️

- investigate actions that support their own mental health and that of others, eg talking to a parent or friend, positive self-talk, regular sleep **S** 🌐 🌐
 - plan for personal safety online and ethical use of mobile devices and social media **I** 📱 📱 📱
 - describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, eg not crossing the road when wearing headphones, swimming with supervision, choosing healthy snacks, wearing sunscreen **S** 🌞 📱
 - propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers **I** 👤 📱
- implement actions to maintain and improve the quality of an active lifestyle, for example:
 - propose and participate in opportunities to increase their health and fitness levels at school and at home, eg walking, playing sport **M** 🏃
 - demonstrate protective strategies that promote safe participation in physical activities, eg warm-up, cool-down, skills practise **M** 🏃 📱
 - recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals **S** 🌞 📱 📱
 - interact with people who can help them improve their fitness levels, game play or sport skills, eg peers **I M** 📱
- plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054)
 - select and practise appropriate responses to promote safety in different water environments, eg survival swimming skills **S I M** 🌊 📱 📱
 - identify situations where personal choices can influence their own and others' health, eg selecting and preparing healthy food, smoking, recycling, risk-taking **S I** 🌞 📱
 - identify personal strategies and responses that model assertiveness and resilience in challenging situations, eg saying no if offered alcohol or cigarettes **S I** 🌞 📱 📱
 - explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, eg fear, anger, feeling anxious **S I** 🌞 📱
 - recognise and demonstrate safe behaviours and actions, eg developing a personal safety plan, not getting into cars with strangers **S I** 🌞 📱 📱
 - practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and forms of discrimination and harassment **S I** 🌞 📱 📱 📱
- examine the role of physical activity in promoting health and wellbeing, for example:
 - compare the reasons people choose physical activities that support them to stay fit and healthy **S** 🌞 📱
 - analyse the influence of physical activity on health-related and skill-related components of fitness **M** 🌞 📱
 - participate in physical activities designed to address fitness and health goals (ACPMP064) **M** 📱 📱
 - explore strategies to overcome participation in physical activity for individuals and groups, including people with disabilities **M** 📱

How does a healthy, safe and active lifestyle enhance connection with others?

Students:

- evaluate the reliability of health information and messages from different sources before making decisions, for example:
 - understand the positive and negative effects of substances on the body, eg alcohol, tobacco, analgesics **I** ⚙️ 📺
 - devise questions to analyse health campaigns and initiatives **S** ⚙️ 📺 📺 📺
 - research websites and places where they can seek help and prioritise those that are reliable and trustworthy **S** ⚙️ 📺 📺 📺
 - apply criteria to online health information to assess its credibility and relevance of the information **S** ⚙️ 📺
 - analyse health messages and compare their interpretations with those of other members of the class **I** ⚙️ 📺 📺 📺
 - discuss how diversity is recognised when promoting positive health messages and information, eg health pamphlets published in different languages **I** ⚙️ 📺 📺
- examine how a connection to the local community, environment or special places can influence community health and wellbeing, for example:
 - investigate how personal identity is influenced by groups, cultures, places and communities to which they belong and feel connected **S I** 🌐 📺 📺 📺
 - discuss the importance of social support and a sense of belonging in promoting mental health, safety and wellbeing **S I** ⚙️ 📺 📺
 - participate in physical activities that explore community connections to develop intercultural understanding, including those of Aboriginal and/or Torres Strait Islander communities **I M** 📺 📺 📺 📺
 - explore ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments **I M** ⚙️ 📺
- explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours, for example: (ACPPS057)
 - explain how family, peers, popular culture and the media influence the way individuals interact and the decisions they make in given situations, eg risk-taking, positive health decisions, offensive online material, gambling, gender expectations **S I** 📺 📺 📺 📺
 - discuss how positive representations of diverse groups in the media can influence community values and attitudes and recognise the impact this can have on the health, safety and wellbeing of individuals within these groups, eg NAIDOC Week, Youth Week, International Women's Day, Men's Health Week, International Day of People with Disability **S I** 📺 📺 📺 📺 📺
- acknowledge the cultural significance of physical activity, for example:
 - explore Aboriginal and/or Torres Strait Islander understandings of special places and the connection of these places to physical activities **I** 📺 ⚙️ 🌐 📺
 - describe the place of water-based recreational activities in Australian society and how communities come together to enjoy water-based activities **I** ⚙️ 🌐 📺 📺

Content for Stage 4

Health, Wellbeing and Relationships

Outcomes

A student:

- › examines and evaluates strategies to manage current and future challenges PD4-1
- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › investigates effective strategies to promote inclusivity, equality and respectful relationships PD4-3
- › demonstrates self-management skills to effectively manage complex situations PD4-9
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10

Related Life Skills outcomes: PDLS-1, PDLS-2, PDLS-3, PDLS-4, PDLS-10, PDLS-11

Key Inquiry Questions

- How do change, transition and environment shape my identity?
- What skills and strategies can be used to manage change, challenges and seek help?
- What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

Content

How do change, transition and environment shape my identity?

Students:

- investigate the impact of transition and change on identity (ACPPS070)
 - investigate the changing nature of personal identity and how it can differ in various contexts, eg home, school, sport, online identity **S** 🧠
 - examine the impact of physical, social and emotional changes during adolescence, eg friendship groups, sexuality **S** 🌐 🧠
 - identify feelings and emotions associated with transition and change **S** ⚙️ 🧠

What skills and strategies can be used to manage change, challenges and seek help?

Students:

- evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
 - investigate the changing nature of peer and family relationships as young people become more independent and evaluate strategies they use to manage these changes **S I** ⚙️ 🧠
 - analyse how roles and responsibilities change and evaluate skills and strategies for managing these increasing responsibilities, eg time management, study skills **S I** ⚙️ 🧠
 - discuss strategies for coping with loss and grief and ways of giving support to others **S** ⚙️ 🧠
 - access and assess health information, resources and services that support young people to effectively manage changes and transitions, eg websites promoting young people's mental health **S** ⚙️ 📺 🧠
- practise and apply skills and strategies to seek help for themselves and others (ACPPS072)
 - identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation **S** ⚙️ 🧠
 - propose individual support networks and external support services **S** ⚙️ 📺 🧠
 - practise communication techniques to persuade someone to seek help in different situations, eg mental health concerns, drug use, relationship or family and domestic violence **S I** 🗣️ 🧠
 - identify barriers to seeking help and propose strategies to overcome these barriers **S** ⚙️ 🧠
 - recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation, eg ending a relationship, when feeling overwhelmed, grieving or losing someone **S I** ⚙️ 🗣️ 🧠

What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Students:

- describe how rights and responsibilities contribute to respectful relationships
 - recognise various types of relationships and their role in a person's life **I** ⚙️ 🧠
 - describe rights and responsibilities required in different relationships **I** 🧠
 - discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences **I** 🧠
 - explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support **I** 🧠
 - discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, eg consent **S I** ⚙️ 🗣️ 🧠
 - discuss how gender stereotypes can have an impact on rights and responsibilities in relationships, eg control of decision-making **I** 🧠 🗣️

- investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) **I** 🏠
 - examine how culture and relationships with family and peers can influence people's attitudes, behaviours, decisions and actions in different situations **S** ⚙️ 🏠
 - analyse how behaviours, actions, and responses to situations can change depending on who they are with **S** ⚙️ ⚖️ 🏠
 - understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing, eg recognising and responding to offensive online material **I** ⚙️ ⚖️ 🏠
- explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing
 - identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected **S I** 🏠 🏠
 - explore how kinship and extended family structures in different cultures support and enhance health, safety and wellbeing **S I** 🏠 ⚙️ 🌐 🏠
 - discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities **I** 🏠 🌐 🏠
- explore skills and strategies needed to communicate and engage in relationships in respectful ways
 - practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, eg reporting inappropriate behaviour **S I** 🏠 🏠
 - practise interpersonal skills required to negotiate safe intimate relationships, eg consent **I**
 - demonstrate ways to resolve conflict in a range of contexts **I** ⚙️ 🏠
 - investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations and propose strategies for managing these **S** ⚙️ ⚖️ 🌐 🏠
 - practise being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to others **S I** ⚙️ ⚖️ 🏠
- discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
 - discuss the influence of family, media and peer attitudes to power in relationships
 - explore how influences, eg intolerance, prejudice, bias, knowledge, ethics or self-esteem affect power in relationships in either a positive or negative way **S** ⚙️ 🏠
 - describe forms of bullying, harassment, abuse, neglect, discrimination and violence and the impact they have on health, safety and wellbeing, eg family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, discrimination against people with disability **S** ⚙️ 🏠
 - devise help-seeking strategies that address imbalance of power in relationships, eg contacting the police and other external organisations, staying with a family or at a friend's place **S** ⚙️ 🏠
 - identify behaviours that display the positive use of power in relationships 🏠
 - develop skills to challenge the abuse of power **S I** ⚙️ 🏠

Movement Skill and Performance

Outcomes

A student:

- › refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
- › transfers and adapts solutions to complex movement challenges PD4-5
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10
- › demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences PD4-11

Related Life Skills outcomes: PDLS-5, PDLS-6, PDLS-11, PDLS-12

Key Inquiry Questions

- How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
- How can I make decisions to adapt to changing circumstances in different movement contexts?
- How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore complex and challenging movement activities in the following contexts: rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students refine a range of specialised knowledge, understanding and skills in relation to their movement competence and confidence. Students reflect on and refine personal and social skills as they participate in a range of physical activities.

Content

How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?

Students:

- participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
 - practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments **M** ⚙️
 - participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts **M** ⚙️
 - demonstrate movement skills through a range of experiences, including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics, and lifelong physical activities **M** ⚙️
 - participate in a range of swimming activities and rescue skills, eg stroke correction, timed tows, clothed rescue, games and sports **M** ⚙️
- use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)
 - analyse their own and others' performance using ICT as appropriate and implement feedback to enhance performance **S I M** 📺 📱
 - participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback **S I M** ⚙️ 📺 📱
 - create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession **S M** ⚙️ 📺 📱
 - compose and perform a group sequence in response to a piece of music or other stimuli **I M** ⚙️ 📺 📱
- demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)
 - perform a range of movements and analyse techniques based on understanding of take-off, body position and landing **M** ⚙️ 📺
 - demonstrate refinement of movement concepts and strategies to enhance movement sequences **M** ⚙️ 📺
 - appraise and provide feedback about the quality of movement of self and others, focused on space and time, effort and relationships **S M** ⚙️ 📺 📱
 - explain how changes to movement concepts, skills and tactics can improve performance **I M** ⚙️ 📺 📱

- practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
 - demonstrate their ability to use space and explore force and flow in different movement contexts **M** ⚙️
 - examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations **M** ⚙️
 - select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment **S M** ⚙️
 - explore similarities in the bases of support and flow of movements when performing movement sequences **M** ⚙️ 📏 📏

How can I make decisions to adapt to changing circumstances in different movement contexts?

Students:

- evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)
 - evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges **S I M** ⚙️ 📏 📏
 - identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts **S I M** ⚙️ 📏 📏
 - demonstrate to others approaches taken to solve movement challenges **M** 📏
 - identify strategies and tactics that are similar and transferable across different movement contexts **M** ⚙️ 📏

How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Students:

- practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)
 - participate in initiative/challenge physical activities designed to develop teamwork, cooperation and problem-solving **S I M** ⚙️ 📏
 - adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes **I M** ⚙️ 📏
 - apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group **I M** ⚙️ 📏 📏
 - participate in physical activities including competitive and non-competitive, individual and team activities and evaluate the degree to which they meet their needs and interests **S I M** ⚙️ 📏
- modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
 - recognise potential safety concerns and select appropriate responses when engaged in physical activities **S M** ⚙️ 📏
 - develop scoring systems to assess movement performances consistently and fairly **S M** ⚙️ 📏
 - apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity **I M** 📏 📏
 - modify rules, equipment or scoring systems to allow all participants to enjoy and succeed **S I M** ⚙️ 📏 📏

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
- › investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7
- › plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8
- › demonstrates self-management skills to effectively manage complex situations PD4-9
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10

Related Life Skills outcomes: PDLS-2, PDLS-3, PDLS-7, PDLS-8, PDLS-9, PDLS-10, PDLS-11

Key Inquiry Questions

- What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?
- How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?
- Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students are provided with opportunities to examine the impact of key health issues on themselves, others and the community. They think critically about health information, resources and community connections available to them and how these can support and inform their behaviours, decisions and actions. An integral component is the focus on inclusivity, diversity and strategies to challenge discrimination and stereotypes. Students examine the benefits of a balanced lifestyle and explore strategies for promoting a lifetime of physical activity to lead healthy, safe and active lives.

Content

What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?

Students:

- examine factors that influence health and wellbeing
 - describe health and its dynamic nature **I** 🌱 🌿
 - explore the term 'wellbeing' and examine factors that contribute to overall wellbeing **I** 🌱 🌿
 - examine how contextual factors influence attitudes and behaviours towards health and wellbeing **I** 🌱 🌍
 - investigate reasons why young people choose to engage in positive and negative risk-taking behaviour 🏃 🏊
 - examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, eg trying out for a sporting team, drinking alcohol at a party, sexting **I** 🏃 🏊
 - explore the role gender plays in a variety of social contexts, eg family and domestic violence, alcohol use, road use 🌱 🌿
- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations
 - propose strategies individuals and others can use to make safe and informed decisions **S I** 🌱 🏃 🏊 🌿
 - discuss safe and unsafe use of technology and develop strategies to promote their own and others' health, safety and wellbeing **S** 🌱 📱 🏃 🏊
 - recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others **I** 🌱 🏃 🏊 🌿
 - classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing **I** 🏃
 - devise a plan to assume responsibility for their own road safety and to support the road safety of others, eg as a pedestrian or passenger **S** 🌱 🏃 🏊 🌿
 - examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed **S** 🌱 🏃 🏊 🌿
 - demonstrate basic first aid principles and strategies, eg DRSABCD, management of asthma, allergies and anaphylaxis **S I** 🌱 🌿

- investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
 - explore their own and others' values and beliefs towards issues of discrimination, eg disability, age, religion, race, sexuality, gender **I** 🌐 🏠 🌱
 - investigate the impact of contextual factors on young people, including Aboriginal and/or Torres Strait Islander Peoples **S I** 🏠 🌱 🌐 🏠 🌱
 - research how stereotypes and prejudice are challenged in local, national and global contexts **I** 🌱 🏠 🌐 🏠 🌱
 - discuss how challenging and resisting stereotypes can help young people to be themselves **S I** 🌱 🏠 🌐 🏠 🌱
 - describe how pro-social behaviour, respecting diversity and challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health, safety and wellbeing **S** 🌱 🏠 🌐 🏠 🌱
- plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
 - identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities **S** 🌱 🏠
 - describe the skills, strengths and strategies required to contribute to inclusive communities and implement strategies to challenge prejudicial and discriminatory views of diversity within the community **S I** 🌱 🏠 🌐 🏠 🌱
 - propose strategies to address misconceptions and promote positive language and attitudes about mental health **S I** 🌱 🏠 🌐 🏠 🌱
 - refine interpersonal skills through undertaking a range of roles when participating and planning physical activities **I M** 🏠
 - apply ethical and inclusive strategies to promote the health and wellbeing of themselves and others, eg peer support, helping others, active participation, demonstrating inclusive behaviours towards people with disabilities **S I M** 🌐 🏠
- investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity
 - participate in a variety of culturally significant physical activities from a range of cultures, including Aboriginal and Torres Strait Islander Peoples **I M** 🏠 🌐 🏠 🌱
 - describe the components of a balanced lifestyle and use ICT tools as appropriate to promote the contribution of regular physical activity to health and wellbeing **S I** 🌱 🏠 🌐 🏠 🌱
 - discuss the physical, social, emotional and spiritual benefits of being active in outdoor and natural environments to community health and wellbeing **S I** 🌱 🏠 🌐 🏠 🌱
 - research and participate in a variety of lifelong physical activities and investigate the degree to which they meet the needs and interests of the local community, eg bocce, tai chi **M** 🌱 🏠 🌐 🏠 🌱
 - set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing **S** 🌱 🏠 🌐 🏠 🌱
 - compare their current physical activity levels with Australia's Physical Activity and Sedentary Behaviour Guidelines and suggest strategies for increasing opportunities for physical activity for themselves and others **S M** 🌱 🏠 🌐 🏠 🌱

- develop health literacy skills and promote health information that is aimed at assisting young people to address health issues
 - assess health products, information and advertising to expose myths and fallacies, eg understanding food labels, contraceptive products **S** 🌐 📱 🗣️ 📊
 - propose strategies for young people and those from diverse backgrounds and circumstances, to improve access to health information, products and services **S I** 🗣️ 🌐 📱 🗣️ 📊
 - evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity, eg media messages associated with gambling, gender expectations, fad diets, body image and appearance **S** 🌐 📱 🗣️ 📊
 - promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community **S I** 🌐 📱 🗣️ 📊
 - identify and promote various health information, products and services designed to address the health needs of young people using ICT tools as appropriate **S I** 🌐 📱 🗣️ 📊
 - investigate agencies that provide consumer protection regarding health products and services for young people, eg NSW Fair Trading, Australian Competition and Consumer Commission **S** 🌐 📱 🗣️ 📊

How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?

Students:

- propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)
 - recognise the importance of trusting their own feelings, thoughts and reading of different situations **S** 📱
 - analyse how emotions, strengths and decision-making can affect outcomes in different scenarios **S** 🌐 📱 🗣️ 📊
 - explore the impact of stress and coping on mental health 📱
 - practise ways to communicate concerns about health, safety and wellbeing to a variety of support people **I** 🌐 📱 🗣️ 📊
 - examine and develop strategies for safe practices in outdoor environments, eg farm safety, exposure to sun, water environments 🌐
 - explore practices in sexual relationships that enhance safety and contribute to positive experiences, eg negotiating consent, respecting people's choices, communication **I**
 - examine privacy in online and offline environments and discuss its relationship to responsible and ethical use of social media and technology **S I** 🌐 📱 🗣️ 📊
- plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)
 - investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, eg mindfulness, relaxation, healthy eating **S** 🌐 📱
 - research and plan a variety of nutritional and physical activity options to promote the health of young people in the wider community **S** 🌐 📱 🗣️ 📊
 - identify and plan preventive health practices and behaviours that assist in protection against disease, eg blood-borne viruses, sexually transmissible infections **S I** 🌐 📱 🗣️ 📊
 - design and implement health promotion activities, using ICT tools as appropriate, targeting preventive health practices relevant to young people **S I** 🌐 📱 🗣️ 📊

- create and monitor fitness plans and participate in physical activities that develop health-related and skill-related fitness components (ACPMP083)
 - perform physical activities that improve health and skill-related components of fitness and analyse how the components are developed through these activities **M** 🏃
 - evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body's reaction to a range of physical activities **M** ⚙️ 🏃 📊 🏃
 - propose realistic strategies for maintaining and monitoring fitness, health and wellbeing **M** ⚙️ 🏃
 - develop and evaluate a fitness plan for themselves, a peer or community group **M** ⚙️ 🏃 🏃

Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

Students:

- appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community
 - explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health **S** ⚙️ 🌐 🏃 🏃
 - recognise how different cultures, including Aboriginal and Torres Strait Islander and Asian cultures, value the contribution of the mind–body–spirit connection to health and wellbeing **M** 🏃 🌐 🏃
- examine influences on peoples' behaviours, decisions and actions (ACPPS074)
 - discuss the influence of contextual factors on individual decisions and actions, eg response to emerging world issues, sexual relationships, drug use, preventive sexual health practices **I** 🌐 🏃
 - review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits **S I** 🌐 🏃 🏃
 - evaluate the influence of nutritional value, value for money and sustainability on personal food choices and behaviours, eg home-cooked meals versus takeaway meals **S** 🏃 ⚙️ 🏃 📊
 - examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use **S I** 🏃 🌐 🏃
 - examine how cultural groups have influenced sport, physical activity and outdoor recreation pursuits **I** 🏃 🏃 ⚙️ 🌐 🏃
- explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community
 - evaluate the interrelationship between nutrition, mental health and physical activity and explain how this has an impact on the health and wellbeing of the community **S I** ⚙️ 🏃 🏃
 - assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, eg sexual decisions, road user behaviours **S** ⚙️ 🏃 🏃 🏃
 - examine the impact that body image and personal identity have on young people's health, eg mental health, drug use, disordered eating and participation in physical activity **S I** ⚙️ 🏃 🌐 🏃
 - appreciate the contribution that participation in physical activity makes to the development of self-management, interpersonal and movement skills and explore the impact this has on health and wellbeing **S I M** ⚙️ 🏃 🏃

Content for Stage 5

Health, Wellbeing and Relationships

Outcomes

A student:

- › assesses their own and others' capacity to reflect on and respond positively to challenges PD5-1
- › researches and appraises the effectiveness of health information and support services available in the community PD5-2
- › analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5-3
- › assesses and applies self-management skills to effectively manage complex situations PD5-9
- › critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

Related Life Skills outcomes: PDLS-1, PDLS-2, PDLS-3, PDLS-4, PDLS-10, PDLS-11

Key Inquiry Questions

- How can I be the best version of me and support the identity of others?
- How can people respond positively to life challenges?
- What factors enhance inclusivity, equality and respect in relationships?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.





















Content Focus

Students evaluate factors that shape identity and propose strategies to improve their own and others' wellbeing. They investigate the impact of changes and transitions on relationships and how empathy and ethical decision-making can contribute to respectful relationships. Students reflect on emotional responses in a variety of situations and develop skills to manage and respond to unsafe situations.

Content












How can I be the best version of me and support the identity of others?

Students:

- evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089)
 - analyse how norms, stereotypes and expectations may influence individual and group identity 
 - examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity **S**      
 - critically analyse how individuals have an impact on the identity of others **S**  
 - investigate how cultural beliefs and practices surrounding transitions to adulthood differ between cultures, eg initiation ceremonies   
 - analyse how aspects of identity can have an impact on health, safety and wellbeing **S** 
 - analyse the role of family, friends and community in supporting an individual's identity, and propose strategies to enhance their own and others' wellbeing **S**   
 - reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours **S**
 - challenge unrealistic standards about body image and physical appearance **S**
 - plan, rehearse and evaluate strategies for supporting their own and others' identity and personal safety **S I** 
- examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing
 - analyse previous life challenges and describe strengths and areas for personal growth **S I**  
 - demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs while acknowledging the feeling of others **S I** 

How can people respond positively to life challenges?

Students:

- examine the impact of changes and transitions on relationships (ACPPS090)
 - explore causes of change in relationships and discuss the impact of each on individual wellbeing, eg social and emotional change, sense of self **I** 
 - assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions, actions and wellbeing **S I** 
- explore the characteristics of resilient people and the skills that enhance resilience and wellbeing
 - examine case studies of people who have overcome adversity, including Aboriginal or Torres Strait Islander Peoples and people with disabilities and identify their characteristics and qualities **S**   
 - examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change **S**  
 - assess a range of positive management strategies to cope with stress and loss and grief, eg connecting to support networks, journaling, physical activity **S**  
 - examine social and cultural influences on seeking help in a variety of contexts **S**  

- predict future challenges and opportunities and the skills required to manage these in a positive way
 - examine self-management skills required to manage change and transition, eg moving out of home, completing a tax return, obtaining a Medicare card **S** 🧑🏻
 - recognise personal strengths and demonstrate skills required to apply for work, eg develop a résumé, analyse job advertisements, complete a job application, investigate interview techniques **S I** 🧑🏻
 - appraise personal strengths to design a strategy for addressing a future life challenge **S** 🧑🏻
 - recognise early warning signs of challenging and unsafe situations, eg physical, emotional and social indicators, external signs, controlling behaviour **S** 🧑🏻
 - refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations, eg refusal skills, emergency plans, risk assessment, trust, talk, take control strategy **I** 🧑🏻 🧑🏻
- evaluate situations, propose appropriate emotional responses and reflect on possible outcomes of different responses (ACPPS094)
 - propose strategies for managing emotional responses and resolving conflict in a family, social situation or online environment **S I** 🧑🏻 🧑🏻
 - evaluate situations where an individual may react with extreme emotion and reflect on the impact that this response may have on the situation and/or their relationships, eg reactions to loss and grief, feelings of anxiety **S I** 🧑🏻

What factors enhance inclusivity, equality and respect in relationships?

Students:

- investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships
 - describe rights and recognise responsibility to others in a variety of relationships, eg consent, ground rules, boundaries **I** 🧑🏻 🧑🏻
 - discuss the components of inclusive and equal relationships, eg empathy, active listening **I** 🧑🏻 🧑🏻
 - practise and evaluate their ability to use interpersonal skills to develop and maintain respectful and inclusive relationships, eg informed consent, conflict resolution, seeking help, providing feedback, asserting a stance on an issue **I** 🧑🏻 🧑🏻
 - assess the factors that influence inclusivity, equality and respect in relationships, eg family, peers, religion, gender, sexuality 🧑🏻
 - evaluate influences on ethical behaviour across a range of relationships, eg online and offline relationships, sharing material on social media **I** 🧑🏻 🧑🏻
- investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful
 - describe how forms of power are used in a variety of relationships **I**
 - examine the impact of power, conflict and cooperation in different settings including school, friendship groups, home and workplace 🧑🏻
 - examine discrimination as an abuse of power and evaluate past and current legislation, policies and practices associated with discrimination, eg policies affecting Aboriginal Peoples such as Aboriginal Protection policies and Aboriginal Self-determination, gender equality, disability **I** 🧑🏻 🧑🏻 🧑🏻
 - propose protective strategies for a range of neglect and abuse situations, eg family and domestic violence, bullying, harassment, homophobia, transphobia and vilification **I** 🧑🏻 🧑🏻

- investigate how empathy and ethical decision-making contribute to respectful relationships (ACPPS093) 🧠👂👤
 - demonstrate an understanding of empathy and compassion to appreciate difference and diversity through an analysis of individuals and groups including Aboriginal and Torres Strait Islander Peoples **SI** 🤝🧠🌐
 - compare own decisions with those of others and acknowledge others' right to act differently and to change their mind 🧠👤

Movement Skill and Performance

Outcomes

A student:

- › adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5-4
- › appraises and justifies choices of actions when solving complex movement challenges PD5-5
- › critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10
- › refines and applies movement skills and concepts to compose and perform innovative movement sequences PD5-11

Related Life Skills outcomes: PDLS-5, PDLS-6, PDLS-11, PDLS-12

Key Inquiry Questions

- How can I use feedback to create adaptations to movement skills to make them more effective in different contexts?
- How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?
- How can I include, assist and lead others during physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore complex and challenging movement activities from a variety of contexts such as rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics, and lifelong physical activities.

Students learn to apply more specialised movement skills and complex movement concepts and strategies in different movement contexts. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students have opportunities to refine and consolidate interpersonal skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. They experience different roles that contribute to successful participation in physical activity.

Content

How can I use feedback to create adaptations to movement skills to make them more effective in different contexts?

Students:

- provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)
 - demonstrate fundamental and specialised movement skills in a variety of increasingly complex and challenging activities **M** ⚙️
 - adapt, transfer and improvise creative movement skills in increasingly demanding contexts, including varying space, rules, equipment and apparatus, time restrictions and rhythm **S M** ⚙️
 - perform specialised movement skills from a range of movement contexts **M** 🧑
 - respond to teacher and peer feedback to enhance movement performance **S I M** ⚙️ 🧑 🧑

How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?

Students:

- develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)
 - use established criteria to measure and evaluate the effectiveness of movement performance in relation to movement concepts and strategies **S I M** ⚙️ 🧑
 - develop and implement appropriate rules, strategies and tactics for selected movement scenarios **S M** ⚙️ 🧑
 - review, propose and implement alternative responses to movement situations based on the outcome of previous performances **S I M** ⚙️ 🧑 🧑
- analyse the impact of space, time, objects, effort and people when composing and performing movement sequences (ACPMP103)
 - experiment with the application of simple biomechanical principles including force and speed applied to an object to enhance performance and ensure safety **S M** ⚙️ 🧑
 - demonstrate and describe how the body can produce and absorb force **M** 🧑
 - create a group performance that demonstrates synchronous and individual movements **S M** ⚙️ 🧑 🧑
 - use performance feedback to analyse movements and enhance movement sequences and performances, eg ICT, peer, and self-evaluation **S M** 🧑 🧑

- transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
 - draw parallels between successful rules, strategies and tactics in one physical activity situation and explain how they could be used effectively in a different situation **S M** ⚙️ 🗨️
 - predict possible outcomes of innovative solutions to movement challenges based on past experiences **S I M** ⚙️ 🗨️
 - reflect on and explain why certain solutions were successful within a specific activity or movement challenge **S I M** ⚙️ 🗨️
 - demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks **S I M** 🏆

How can I include, assist and lead others during physical activity?

Students:

- devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
 - evaluate individual strengths and the contribution they make to teamwork and leadership to encourage enjoyable participation for everyone in movement activities **S I M** ⚙️ 🗨️
 - implement motivational strategies to influence the involvement and engagement of themselves and others in movement activities **S I M** 🗨️
 - create and implement self-assessment and peer-assessment tools to evaluate performance in a variety of roles including player/performer, official and record-keeper during movement activities **S M** ⚙️ 🗨️ 📋 🗨️
- reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)
 - participate in physical activities where players/performers rather than an independent official are responsible for applying the rules **S M** 🗨️ 🗨️
 - demonstrate an understanding of ethical and fair behaviours across a variety of physical activities, eg equitable participation of people with disability in physical activities **I M** ⚙️ ⚖️
 - analyse how equitable participation in group activities can influence outcomes in physical activity **I M** ⚙️ ⚖️ 🗨️
 - describe the contribution they make as an individual to teamwork, leadership and enjoyable participation for all and assess the influence this has on others to participate in physical activities **I M** ⚙️ 🗨️ 🗨️

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › researches and appraises the effectiveness of health information and support services available in the community PD5-2
- › critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6
- › plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7
- › designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD5-8
- › assesses and applies self-management skills to effectively manage complex situations PD5-9
- › critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

Related Life Skills outcomes: PDLS-2, PDLS-3, PDLS-7, PDLS-8, PDLS-9, PDLS-10, PDLS-11

Key Inquiry Questions

- What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?
- How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?
- Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students are provided with learning experiences where they are required to critically evaluate and analyse a broad range of key health issues and factors that have the potential to have an impact on young people's health decisions, behaviours and actions. Through practical application students develop their self-management and interpersonal skills to enable them to advocate and take positive action towards community health promotion. Students design and implement actions to enhance and support their own and others' health, safety, wellbeing and participation in a lifetime of physical activity.

Content

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

Students:

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, eg sexual relationships **SI** 🗣️ 🧑🏫
 - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing **SI** ⚙️ 🗣️ 🧑🏫
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use **SI** ⚙️ 🧑🏫
 - evaluate the effectiveness of help and crisis services available to young people **S** ⚙️ 🧑🏫
 - plan and practise responses to emergencies by explaining priority actions and where they may be required to administer first aid and DRSABCD, eg in and around water environments, road trauma, health conditions **SI M** 🧑🏫
 - examine and apply policies and processes for ensuring safe practices when participating in physical activities **S** 🗣️ 🧑🏫
 - demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, eg posting offensive material online, bullying, harassment **SI** 📱 🧑🏫

How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

Students:

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
 - identify major causal factors in road and traffic-related injuries and assess the strategies and actions to promote their own and others' health, safety and wellbeing, eg minimising distractions such as music and mobile phones, identifying a designated driver, resting when tired, speeding, overcrowding of cars, following road rules **SI** ⚙️ 🗣️ 🧑🏫
 - examine current levels of physical activity in the school or community and propose future goals or action plans that will assist themselves and others to maintain regular participation in physical activity **SI** ⚙️ 🗣️ 🧑🏫
 - locate a range of physical activities available in the local area that meet individual needs and interests and evaluate their potential to contribute to a lifetime of physical activity **SI** ⚙️ 🗣️ 🧑🏫

- propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness **S M** 🌐 🌐
 - assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, eg responsible service of alcohol, random breath testing, mobile drug testing
 - identify methods of contraception and evaluate the extent to which safe sexual health practices allow people to take responsibility for managing their own sexual health **S I** 🧰 🛠️ 🛠️
✚
 - examine Australian Government online safety programs and resources to explore the support services available to young people, eg cyberbullying, offensive online material, gambling, sexting **S** 📺
 - prepare, deliver and critique strategies for healthy eating and healthy food selection **I**
 - discuss the degree to which self-talk and encouragement influences and motivates themselves and others to continue to participate in physical activity **I M** 🛠️ 🛠️
- design, implement and evaluate creative interventions for enhancing their own and others' fitness levels and participation in a lifetime of physical activity
 - investigate and prepare plans that promote the use of natural settings within the local community for physical activity and analyse their effectiveness in enhancing a lifetime of physical activity and/or improving fitness levels **M** 🧰 🛠️
 - design and implement a health or skill-related fitness circuit using non-specialised equipment that can be used by others to improve or maintain fitness levels **M** 🧰 🛠️
 - create personalised fitness plans which address goals, the components of fitness and physical activities that meet the needs of different people **M** 🧰 🛠️
 - prepare, deliver and critique a health intervention that is designed to promote healthy, safe, active and balanced lifestyles **I** ✚ 🧰 📺 🛠️
 - create and evaluate health campaigns, programs or mobile applications that aim to promote fitness or participation in a lifetime of physical activity **M** 🧰 📺 🛠️
 - adopt and perform a variety of roles to enhance their own and others' enjoyment of and participation in physical activity, eg in outdoor recreation **I M** 🛠️
 - critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
 - research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, eg within social networks **S I** 🧰 🛠️ 🛠️
 - critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services **S I** 🧰 ⚖️ 🛠️ 🛠️
 - develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice **S** 🧰 ⚖️ 🛠️

- examine and promote young people's rights to healthcare and support services
 - examine the rights of young people in healthcare **S** 🏠
 - investigate community health resources to evaluate how accessible they are for marginalised individuals and groups and propose changes to promote greater inclusiveness and accessibility, eg people in rural and remote areas, lesbian, gay, bisexual, transgender and intersex people (LGBTI), people from culturally and linguistically diverse (CALD) backgrounds, people with disability **S I** ⚙️ 🌐 🗑️ 🏠
 - research factors influencing young people's access to health information, products and services and propose actions to address inequities that exist within the community **S** ⚙️ 🗑️ 🏠
 - identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills, eg access to sexual health services **S I** ⚙️ 🗑️ 🏠

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

Students:

- analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092)
 - describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions **S I** ⚙️ 🗑️ 🏠
 - explore external influences on sexuality and sexual health behaviours and recognise the impact these can have on their own and others' health, safety and wellbeing **I** 🗑️ 🌐 🗑️ 🏠
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy **S** ⚙️ 🗑️
 - explore community perceptions around mental health and discuss the influence they have on their own and others' health, safety and wellbeing **S I** 🗑️ 🏠
- analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples
 - explore sources of nutritional information and investigate influences on food choices, diet and habits, eg families, advertising **S** ⚙️ 🏠
 - examine how contextual factors influence sense of self and assess the impact this has on individual health, safety, wellbeing and participation in physical activity **I** 🏠
 - analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing, eg LGBTI people, people from culturally and linguistically diverse (CALD) backgrounds, people with disability **S I** ⚙️ 🗑️ 🏠
 - investigate community action initiatives implemented by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities **S** 🗑️
 - assess the impact of contextual factors on access to services and acceptance of health products **S I** ⚙️ 🗑️

- investigate media strategies, marketing and influences associated with health issues affecting young people
 - critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people, eg messages regarding body image, nutrition and mental health **S** ⚙️ 🗣️ 📺
 - critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity **S I** ⚙️ 🗣️ 📺
 - examine marketing strategies to determine the influence they have on young people's attitudes, behaviour and perceptions of health, eg healthy food habits, drug use, sexuality, gambling, sexual health, alcohol consumption **S** ⚙️ 🗣️
 - explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence the health-related behaviours and actions of young people **S I** ⚙️ 🗣️

- examine the influence of physical activity, outdoor recreation and sport on the lives of Australians (ACPMP104)
 - explore the importance of social and cultural practice on individual and community participation in physical activity and participate in a range of physical activities from the Asia region **M** 🌐 🗣️ 📺
 - promote the significant contribution Aboriginal and/or Torres Strait Islander Peoples make, and have made, to sport in Australia and describe the positive impact this has had on the health and wellbeing of individuals and groups in the community 🗣️ 🌐 🗣️ 📺
 - investigate the varied perspectives held by Australians on sport and outdoor recreation and examine how diversity is represented in the sports we play today **S**

Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *PDHPE K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [PDHPE](#)
- [Special education](#)
- [Life Skills](#).

Years 7–10 Life Skills Outcomes

Table of Objectives and Outcomes

Knowledge and Understanding

Objective

Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships

Life Skills outcomes A student:
PDLS-1 recognises strategies to manage current and future challenges PDLS-2 demonstrates help-seeking strategies and behaviours PDLS-3 uses strategies to access health information and support services available in the community PDLS-4 uses appropriate strategies and behaviours to establish and maintain respectful relationships with others

Objective

Students:

- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Life Skills outcomes A student:
PDLS-5 demonstrates a range of movement skills in a variety of physical activity contexts PDLS-6 engages with ways to problem-solve in physical activity contexts

Objective

Students:

- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity

Life Skills outcome

A student:

PDLS-7

explores factors that enhance health, safety, wellbeing and participation in physical activity

Objective

Students:

- enact and strengthen health, safety, wellbeing and participation in physical activity

Life Skills outcomes

A student:

PDLS-8

uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts

PDLS-9

engages with components of a healthy, safe and balanced lifestyle

Skills**Objective**

Students:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others

Life Skills outcome

A student:

PDLS-10

develops skills for effective self-management

Objective

Students:

- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity

Life Skills outcome

A student:

PDLS-11

uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts

Objective

Students:

- move with confidence, competence and creativity within and across various physical activity contexts

Life Skills outcome

A student:

PDLS-12

demonstrates and adapts a range of movement skills in a variety of contexts

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

Values and Attitudes

Students:

- value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.

Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge and Understanding

Objective

Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
PDLS-1 recognises strategies to manage current and future challenges	PD4-1 examines and evaluates strategies to manage current and future challenges PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PDLS-2 demonstrates help-seeking strategies and behaviours PDLS-3 uses strategies to access health information and support services available in the community	PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD5-2 researches and appraises the effectiveness of health information and support services available in the community
PDLS-4 uses appropriate strategies and behaviours to establish and maintain respectful relationships with others	PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

Objective

Students:

- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
PDLS-5 demonstrates a range of movement skills in a variety of physical activity contexts	PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PDLS-6 engages with ways to problem-solve in physical activity contexts	PD4-5 transfers and adapts solutions to complex movement challenges PD5-5 appraises and justifies choices of actions when solving complex movement challenges

Objective

Students:

- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity

Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
PDLS-7 explores factors that enhance health, safety, wellbeing and participation in physical activity	PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

Objective

Students:

- enact and strengthen health, safety, wellbeing and participation in physical activity

Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
PDLS-8 uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	<p>PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p> <p>PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p>
PDLS-9 engages with components of a healthy, safe and balanced lifestyle	<p>PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity</p> <p>PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p>

Skills

Objective

Students:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others

Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
PDLS-10 develops skills for effective self-management	PD4-9 demonstrates self-management skills to effectively manage complex situations PD5-9 assesses and applies self-management skills to effectively manage complex situations

Objective

Students:

- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity

Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
PDLS-11 uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts	PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Objective

Students:

- move with confidence, competence and creativity within and across various physical activity contexts

Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
PDLS-12 demonstrates and adapts a range of movement skills in a variety of contexts	<p>PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences</p> <p>PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Content Strands

The Years 7–10 Life Skills content has been organised into three content strands:

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles.

The content strands provide possible frameworks for addressing the Years 7–10 Life Skills outcomes and content and are suggestions only. Teachers have the flexibility to address outcomes and content from one or more strand to meet the needs of their students. Content has been further organised around key inquiry questions. The questions are optional and can be used by teachers as program organisers.

Where appropriate, students should have the opportunity to participate in physical activity. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

PDHPE Skill Domains

Opportunities for students to develop skills and practices relating to their health, safety, wellbeing and participation in physical activity has been embedded throughout the Years 7–10 Life Skills outcomes and content. Students can explore, strengthen and refine skills across three domains:

- self-management (S)
- interpersonal (I)
- movement (M).

Health, Wellbeing and Relationships

Outcomes

A student:

- › recognises strategies to manage current and future challenges PDLS-1
- › demonstrates help-seeking strategies and behaviours PDLS-2
- › uses strategies to access health information and support services available in the community PDLS-3
- › uses appropriate strategies and behaviours to establish and maintain respectful relationships with others PDLS-4
- › develops skills for effective self-management PDLS-10
- › uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts PDLS-11

Related Stage 4/5 outcomes: PD4-1, PD4-2, PD4-3, PD4-9, PD4-10, PD5-1, PD5-2, PD5-3, PD5-9, PD5-10

Key Inquiry Questions

- What shapes my identity?
- How can change and challenges be managed?
- What skills and strategies can be used to seek help?
- How can we establish and maintain respectful relationships?
- What skills and strategies encourage inclusivity and equality in relationships?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse and violence and learn how to protect themselves and others in a range of situations.

Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students engage with concepts that relate to strengthening health, wellbeing and relationships as well as information and resources available that encourage students to develop knowledge, understanding and skills of these concepts. They engage in learning activities that explore relationships between personal identity, transition and change, respectful relationships and communication. Students identify and explore their uniqueness, build understanding of personal change, including strategies to manage change, and plan and action strategies that support respectful relationships.

Content

What shapes my identity?

Students:

- recognise personal characteristics that are the same as and/or different to others
 - identify physical features that are the same and different **S**
 - recognise that people have different interests **I** 🌐
 - recognise different abilities in people, eg sports skills, academic ability, relating to others **I** 🌐
- explore strengths and abilities of themselves and others
 - identify their own strengths and abilities, eg being a caring friend, working with others, artistic abilities, strengths in academic areas **S** 🧑
 - recognise how their strengths and abilities differ to those of others **S** 🌐
 - demonstrate respect for strengths and abilities that are different to their own **I** 🌐
 - value their own different strengths and abilities **S** 🌐 🧑
- investigate factors that influence identity
 - recognise environmental factors that shape our identity, eg family, religion, culture **S**
 - discuss how other people in our lives can have an impact on our identity, eg family members, peers **S** 🌐
 - explore the impact of stereotypes and expectations on our identity, eg body image, gender **S** ⚖️
 - investigate how cultural beliefs and practices can influence our identity **S** 🏠 🌐

How can change and challenges be managed?

Students:

- recognise physical features that undergo change during adolescence
 - recognise visible features that undergo change, eg size, skin, hair **S**
 - recognise unseen features that undergo change, eg voice, changes to the reproductive system **S**
- understand that physical changes are a normal part of adolescence
 - recognise individual differences within each stage of development, eg onset of puberty **S** 🧑
 - understand that physical changes occur at different rates **S**
 - identify the stages of the reproductive process, eg menstrual cycle, sperm production, conception, pregnancy, childbirth
- identify personal and social changes associated with adolescence
 - recognise personal changes, eg self-consciousness, concern for appearance **S** 🧑
 - identify changes in feelings, eg intense emotions, sexual feelings 🧑
 - identify cultural and religious roles and responsibilities, eg Aboriginal and Torres Strait Islander Peoples 🤝 🌐 🌐
- identify changes in relationships that occur in adolescence
 - identify how peer and family relationships can change during adolescence
 - identify changes in roles and responsibilities within familiar social contexts that can occur during adolescence, eg family, friendship groups, school, religious and cultural groups
 - discuss the reasons why a relationship may change or finish, eg change of or leaving school, change of neighbourhoods, change of interests, loss of friend or family member, age difference **S** 🌐 🧑

- explore strategies to manage changes that occur as they grow older
 - recognise the implications of physical changes for appropriate personal and intrapersonal behaviour, eg privacy, personal space, when, where, and with whom to discuss physical changes **S** 🧑
 - demonstrate appropriate responses to physical changes at a personal and intrapersonal level **S** 🧑
 - identify and demonstrate strategies to manage feelings and emotions, eg communicate concerns with significant others, use self-talk, use personal space/time, access advice and support **S** 🧑
 - demonstrate independence across a range of contexts, eg friendship groups, school, work **S** 🧑
 - access health information and support within the local community to manage change **S** ⚙️ 🧑
 - explore strategies for coping with grief and loss **S**
 - recognise how different emotional reactions can have an impact on a situation **S** 🧑
- recognise what it means to be resilient
 - recognise people who have overcome adversity, including Aboriginal or Torres Strait Islander Peoples **S** 🧑 🇺🇸
 - identify characteristics of resilient people **S**
- explore skills and strategies that can be used to enhance resilience
 - recognise the importance of self-regulating **S** 🧑
 - examine the connections between thoughts, emotions and behaviour, eg positive thoughts can help maintain mental wellbeing **S**
 - engage with strategies to strengthen resilience, eg problem-solving, decision-making, positive self-talk, impulse control, conflict resolution **S** 🧑
 - identify the impact of a healthy and balanced lifestyle on resilience, eg good eating and sleeping habits, physical activity
 - recognise and use help-seeking strategies, eg people and community resources **S** 🧑

What skills and strategies can be used to seek help?

- engage in help-seeking strategies to enhance personal safety in relationships
 - recognise unsafe situations in relationships, eg verbal or physical abuse, peer pressure **S**
 - seek advice from a trusted peer or adult **S** 🧑
 - identify support networks, including peers, adults and external support services **S** 🧑
 - access community resources, eg support groups, health services **S** ⚙️ 🧑
 - explore barriers to seeking help
 - propose strategies to overcome barriers to seeking help, eg developing assertiveness and negotiation skills, identifying appropriate support **S**

How can we establish and maintain respectful relationships?

Students:

- explore the indicators of a respectful relationship
 - identify personal relationships which are of significance, eg parents/carers, family, Elders, kinship, peers, social groups 🧑
 - recognise factors that can influence a relationship, eg gender, shared interests, age, expectations, feelings, emotions ⚙️ 🧑
 - explore the elements of a respectful relationship, eg able to communicate freely, reliability, trust, loyalty, dependability **I** 🧑 🧑

- demonstrate understanding of factors that have an impact on respectful relationships
 - explore factors that contribute to respectful relationships, eg cooperation, sharing, respect, empathy, honesty, communication, pro-social behaviour **S I** 🌐 🗣️
 - recognise factors that have a negative impact on relationships, eg bullying, coercion, harassment, sexism, racism, attitude, not managing feelings and emotions appropriately, negative communication, family and domestic violence, addictive behaviours **S I** 🌐
- identify and demonstrate skills for building and maintaining respectful relationships
 - identify skills to initiate relationships, eg clear communication, listening attentively, engaging with others in activities of common interest, responding appropriately to the feelings and needs of others **I** 🗣️ 🌐
 - demonstrate the skills to initiate relationships 🌐 🗣️ 🗣️
 - engage with skills to maintain respectful relationships, eg empathy, conflict resolution, negotiation, expressing views and feelings appropriately and openly, accepting personal responsibility, accommodating the needs, values and feelings of others **I** 🗣️ 🗣️

What skills and strategies encourage inclusivity and equality in relationships?

Students:

- demonstrate respect for individual differences
 - use appropriate language when discussing difference 🗣️ 🌐
 - understand that everybody is unique
 - model respect and empathy in interpersonal contexts **I** 🗣️ 🗣️
 - identify characteristics of inclusive relationships, eg empathy, active listening 🗣️
 - recognise and participate in local community activities that promote diversity **I** 🌐 🗣️ 🌐
- explore how a sense of belonging and connectedness to our school and community can be enhanced
 - recognise individuals, groups, places or activities to which they feel a sense of belonging, eg sporting teams, special interest groups, cultural and religious groups and traditions, using social media and online environments to engage with others **I** 🌐 🗣️
 - identify how individuals, groups, places or activities help them feel connected **I** 🌐
 - explore how kinship and extended family structures in different cultures can support its members 🗣️ 🌐
 - explore the importance of Country/Place to Aboriginal and Torres Strait Islander Peoples' sense of belonging 🗣️ 🌐
- explore power in relationships
 - identify rights and responsibilities in a range of relationships **S** 🗣️ 🗣️
 - recognise when an individual's rights are not being respected in a relationship 🗣️
 - recognise forms of bullying, harassment, abuse, neglect, discrimination and violence 🗣️ 🌐
 - identify abuse of power in relationships, eg family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, discrimination against people with disability 🌐 🗣️
 - recognise or demonstrate help-seeking strategies to address the imbalance of power in relationships, eg contacting the police and other external organisations, staying with family or at a friend's place **S** 🌐 🗣️
 - identify protective strategies for a range of neglect and abuse situations including family and domestic violence, bullying and harassment **S** 🌐 🗣️
 - explore the positive use of power in relationships 🌐 🗣️

- develop an understanding of discrimination as an abuse of power
 - recognise discrimination in a range of situations, including relationships 🏛️
 - explore the impact of discrimination on people's health, safety and wellbeing, including people with disability and Aboriginal and Torres Strait Islander Peoples 🇮🇩 🤝 ⚙️
 - identify strategies to address discrimination 🇮🇩 ⚖️ ⚙️
 - demonstrate inclusive behaviours when interacting in a range of contexts 🇮🇩 ⚖️ 🗣️
- explore communication skills that build and maintain respectful relationships
 - recognise nonverbal communication, eg facial expressions, body language, gestures, eye contact, posture, tone of voice 🇮🇩 🗣️
 - use augmentative and alternative communication aids effectively to communicate 🇮🇩 🗣️
 - demonstrate positive communication skills, eg active listening, asking questions, appropriate and respectful language 🇮🇩 🌐 🗣️ 🗣️
 - respond to cultural differences in communication styles 🇮🇩 🌐
 - explore how positive communication helps us solve problems, eg active listening, empathy, assertiveness **S** 🇮🇩 ⚙️ 🗣️
 - appropriate and safe use of ICT tools to communicate with others, eg post appropriate content on social media, recognise others' rights to privacy when communicating online 🇮🇩 🗣️

Movement Skill and Performance

Outcomes

A student:

- › demonstrates a range of movement skills in a variety of physical activity contexts PDLS-5
- › engages with ways to problem-solve in physical activity contexts PDLS-6
- › uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts PDLS-11
- › demonstrates and adapts a range of movement skills in a variety of contexts PDLS-12

Related Stage 4/5 outcomes: PD4-4, PD4-5, PD4-10, PD4-11, PD5-4, PD5-5, PD5-10, PD5-11

Key Inquiry Questions

- How do we experience a range of movement skills in everyday situations?
- How do we adapt movement skills and respond effectively to movement challenges in a range of movement contexts?
- How do we use interpersonal skills to include others in physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students engage with a range of movement skills and concepts across a range of contexts. Students explore how movement skills can be adapted and transferred across movement sequences and performances, and develop skills to solve a range of movement challenges. Students demonstrate strategies to promote inclusivity and equality when participating in a range of physical activities and recognise the role they can play in enhancing teamwork and valuing diversity in a range of physical activity contexts.

Content

How do we experience a range of movement skills in everyday situations?

Students:

- participate in fundamental movement skills
 - recognise a range of fundamental movement skills
 - recognise and plan movements required to perform a set task **M**
 - demonstrate fundamental movement skills across a range of contexts, eg roll, walk, jump, run, hop, catch, throw, kick, balance **M**
 - participate in modified activities to suit physical ability, eg reaching and touching, grasping a ball and releasing
- develop fine motor skills through participation in everyday activities
 - demonstrate increasing independence in fine motor skills when undertaking self-care activities **S M** 🧱
 - develop fine motor skills through the use of ICT, eg moving a mouse, stylus manipulation, using eye gaze to operate assistive technology **M** 🖥️
 - demonstrate hand–eye coordination when participating in everyday activities, eg writing, using a key in a lock **M** 🧱
- demonstrate gross motor skills in a range of movement contexts
 - perform gross motor skills with increasing automation **M**
 - demonstrate gross motor skills in a range of physical activities, eg rhythmic and expressive movement activities, games and sports, outdoor recreation **M** 🌿
 - develop gross motor skills through water-based activities, eg swimming, water games and sports **M** 🌿
- apply movement skills to a variety of sequences and situations in everyday contexts
 - use movement skills to perform routines **M** ⚙️
 - apply movement skills to a sequence **M** ⚙️
 - use space, time, objects, effort and/or people in movement sequences **M** ⚙️
 - use movement skills with increasing accuracy and independence in games, sports and outdoor recreation **M** 🌿 🧱 ⚙️

How do we adapt movement skills and respond effectively to movement challenges in a range of movement contexts?

Students:

- explore how movement skills can be adapted in different movement contexts
 - use effort, space, time, objects and/or people in different ways **M**
 - combine movement skills to participate in team games, sports or outdoor recreation **M** 🌿 ⚙️ 🧱
 - use and adapt movement skills in a range of community contexts, eg escalators, boarding/exiting from a bus, train or ferry **M** 🌿
 - adapt movement skills when performing a group sequence in response to music **M** ⚙️
 - transfer strategies used in physical activities to new movement situations **M** ⚙️
 - respond to feedback to improve movement skills and performance **I M** ⚙️ 🧱
 - refine movement skills to enhance movement sequences **M**
 - change movement elements to improve performance **M**

- demonstrate capacity to respond to movement challenges
 - show appropriate body control and coordination in challenging movement contexts **M** 🏆
 - perform movement sequences that solve problems **S M** ⚙️
 - identify factors that enable successful performance of movement skills **M** ⚙️
 - demonstrate perseverance and commitment when performing difficult or unfamiliar movement skills **S M** ⚙️ 🏆 ⭐

How do we use interpersonal skills to include others in physical activity?

Students:

- use strategies to include others in physical activities
 - recognise the role of all team members in games or sports **I** 🏆 ⭐
 - recognise the feelings of others in a team or group 🏆 🏆
 - respond appropriately to others' feelings when participating in physical activities **I** 🏆
 - modify rules, equipment or scoring systems to promote inclusion of diverse people, including people with disability **I** 🏆 ⭐ ⭐
 - demonstrate inclusive behaviours when participating in competitive and non-competitive team activities **I** 🏆 ⭐
- recognise how fair play helps people feel safe and included when participating in a range of physical activities
 - modify rules and scoring systems to allow fair play, inclusion and safety **I** 🏆 🏆
 - recognise the importance of playing by the rules, eg the connection between safety and playing by the rules **M** 🏆
 - demonstrate fair play through following rules and responding appropriately to officials in physical activities 🏆
- collaborate with others when participating in physical activity
 - recognise their role as a member of a team **I** 🏆 ⭐
 - communicate with others to plan strategies in a team game or sport **I** 🏆 ⭐
 - recognise and value the contribution of others in a physical activity context **I** ⭐
 - demonstrate skills of cooperation and teamwork when participating in physical activities **I** ⭐
- demonstrate problem-solving skills in a range of physical activities
 - recognise problem-solving skills that can be used in physical activity contexts, eg thinking creatively to find solutions, planning and goal-setting, asking for help, negotiation skills **S** ⭐
 - use appropriate problem-solving skills in team sports, community activities and leisure activities **S** ⚙️ ⭐
 - demonstrate leadership behaviours to promote collaboration and problem-solving when participating in physical activities **I** 🏆 ⭐
 - reflect on and evaluate own behaviours and actions in relation to a problem in physical activity contexts **S** ⚙️ 🏆

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › demonstrates help-seeking strategies and behaviours PDLS-2
- › uses strategies to access health information and support services available in the community PDLS-3
- › explores factors that enhance health, safety, wellbeing and participation in physical activity PDLS-7
- › uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts PDLS-8
- › engages with components of a healthy, safe and balanced lifestyle PDLS-9
- › develops skills for effective self-management PDLS-10
- › uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts PDLS-11
- › demonstrates and adapts a range of movement skills in a variety of contexts PDLS-12

Related Stage 4/5 outcomes: PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10

Key Inquiry Questions

- What factors influence health, safety, wellbeing and participation in physical activity?
- How can we stay safe in a range of environments?
- How can we improve our overall health and wellbeing?
- How can we promote health, safety, wellbeing and participation in physical activity in the wider community?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students engage with a range of resources and concepts that influence their health, safety, wellbeing and participation in physical activity. Students explore relationships between key issues affecting young people and make plans to improve levels of connectedness in their school and community. Students recognise the challenges young people face in relation to a variety of health issues. They are provided with opportunities to plan and action strategies to improve the health, safety, wellbeing and participation in physical activity of themselves and others.

Content

What factors influence health, safety, wellbeing and participation in physical activity?

Students:

- recognise factors that influence health and wellbeing
 - recognise what it means to be healthy and well
 - recognise that there are different ways to be healthy, eg physical health, mental health
 - identify ways to maintain physical health, eg physical activity, nutrition
 - recognise ways to support wellbeing, eg sleep, positive relationships **S**
 - recognise how others can support our health and wellbeing **S** 🌐
- discuss factors that may have an impact on participation in physical activity
 - recognise factors that promote participation in physical activity, eg personal interest, family and/or peer involvement, physical ability, cultural influences 🌐 🗣️
 - recognise factors that may be a barrier to participating in physical activity, eg medical conditions, fitness level, mental health, access to facilities, sociocultural influences 🌐 🗣️
 - explore ways to overcome barriers to participation in physical activity **S M** ⚙️
- explore the influence of physical activity on health and wellbeing
 - recognise that physical activity can promote physical fitness
 - identify health benefits of physical activity, eg assists in controlling obesity, reduces risk of lifestyle diseases, promotes sleep, increases energy levels
 - explore ways in which physical activity can have a positive impact on our wellbeing, eg improves concentration and confidence, develops social skills and networks, reduces feelings of stress and anxiety **S M**
- describe the contextual factors that influence our health and wellbeing
 - identify how personal factors influence health and wellbeing, eg healthy food habits, physical activity, sleep 🛏️
 - explore sociocultural factors that influence health and wellbeing, eg family, peers, religion 🌐
 - discuss how geographical factors can influence health and wellbeing, eg access to health services 🗺️
- identify factors that contribute to safety in a range of environments
 - recognise external factors that contribute to safety, eg rules and procedures, protective clothing and equipment, environmental conditions 🗺️
 - identify behaviours that contribute to safety, eg healthy diet, physical activity, avoiding distractions as a road user, following safety procedures in water environments 🛶
 - recognise contextual factors that influence our decisions in situations where there is an increased safety risk

How can we stay safe in a range of environments?

Students:

- identify safe and unsafe situations
 - identify unsafe environments, eg out-of-bounds areas at school, places with signage 'Keep Out' and/or 'Danger', on the street or in the park after dark, environmental hazards such as adverse weather conditions ✂ ⚙
 - recognise situations where there is an increased safety risk, eg in a vehicle when the driver has been drinking or using illegal substances, communicating with unfamiliar people online, physical and/or emotional conflicts including domestic violence, in peer groups that exhibit bullying, harassment or discrimination, engaging in intimate or sexual behaviours **S** ⚙ ⚖ 📺
 - develop communication strategies to promote safety across a range of contexts, eg identify trusted adults with whom it is appropriate to communicate distress or issues of safety, use negotiation or conflict resolution skills **I** 🗣
- respond appropriately to indicators of unsafe situations
 - recognise personal stress indicators and warning signals **S** 🗣
 - follow safety rules and procedures, eg evacuation and lockdown procedures, safety signs and signals in outdoor environments including roads and water environments **S** 🗣
 - avoid distractions as a road user 🗣
 - use public and private online environments appropriately 📺
 - report concerns about unsafe situations immediately to appropriate personnel **S** 🗣
 - remove themselves from conflict situations **S** 🗣
 - communicate dissent **I** 🗣 🗣
 - access appropriate community resources and support networks **S** 🗣 🗣
 - recognise emergency situations and demonstrate strategies to enhance their own and others' safety, eg first aid, DRSABCD, food safety behaviours that increase safety for people with food allergies ⚙ ⚙ ⚙
- demonstrate safe practices when participating in physical activity
 - demonstrate appropriate preparation for participation in physical activity, eg warm up before commencing activities, wear appropriate safety equipment **M** ⚙ 🗣
 - follow rules and procedures when engaging in physical activity **M** 🗣
 - respond to the instructions of the supervisor/referee/umpire/judge **M** 🗣
- explore protective strategies relating to personal health, safety and wellbeing
 - recognise safe spaces, eg the classroom, office, police station
 - develop safe practices in outdoor environments ✂ ⚙
 - demonstrate behaviours to protect and foster mental health and wellbeing **S** 🗣
 - recognise practices to enhance safety in sexual relationships, eg negotiating consent, respecting peoples' choices **S I** ⚖ 🗣
 - recognise private and public online environments and demonstrate safe online behaviours **S** 📺
 - identify protective behaviours in situations where others are engaging in risky behaviours, eg unsafe behaviours as a road user, substance abuse, sexting
 - identify strategies to prevent transmission of blood-borne viruses, eg not sharing jewellery, not sharing personal care items such as razors, toothbrushes 🗣
 - identify strategies to make safe and informed decisions, eg recognising and adhering to rules and laws relating to road and/or drug use that keep us safe
 - access community services **S** ✂ 🗣

- recognise their right to privacy, to safety, and to be treated with dignity and sensitivity
 - recognise private and social contexts, eg own bedroom, bathroom (private); in the classroom, in the community (social) 🏠
 - recognise behaviours that should only occur in private, eg healthcare procedures, bathing, dressing, managing menstruation **S** 🏠
 - demonstrate appropriate behaviours in private and social situations 🏠
 - recognise appropriate and inappropriate touching and handling involved in carrying out personal procedures **S** 🏠 🏠
 - recognise appropriate and inappropriate intimate behaviour by others in a range of situations **S** 🏠 🏠
 - recognise their right to consent in relation to personal care assistance **I** 🏠
 - recognise the need for others' privacy 🏠
 - recognise online behaviours that promote privacy and safety 🖥️ 🏠
- identify matters associated with sexuality
 - recognise the right for privacy and ethical behaviour for themselves and others **S** 🏠
 - identify responsibilities associated with sexual activity for themselves and others **S** 🏠
 - recognise issues of safety in relation to sexual relationships, including contraception, sexually transmissible infections 🏠 🏠
 - identify appropriate sources for advice and assistance **S** 🏠 🏠
 - identify potential outcomes of sexual activity
 - explore issues associated with fertility and pregnancy
- develop communication strategies to promote safety across a range of contexts
 - recognise and practise negotiation and refusal skills, eg say no to unwanted contact **I** 🏠 🏠
 - identify a network of trusted adults with whom it is appropriate to communicate dissatisfaction or distress in relation to unwanted touch, bribes, threats, bullying or harassment **I** 🏠 🏠
- examine the appropriate and inappropriate use of substances
 - recognise medication which has been prescribed by a doctor or given by an authorised person for a specific personal condition
 - identify times and dosages of personal medications, eg 10 ml taken three times a day before meals
 - explore reactions to personal medication and action that may be required 🏠
 - recognise authorised people for prescribing and administering medication, eg doctors write prescriptions; parents/carers administer medication
 - identify substances and drugs which are not prescribed by doctors, eg tobacco, alcohol
 - identify substances which are poisonous if inhaled or ingested, eg glues, aerosols, cleaning fluids
 - identify substances and drugs which are illegal
 - explore personal responsibility in relation to illegal drugs and substances, eg legal consequences **S** 🏠
 - recognise the need for refusal skills when offered medication by another student or illegal drugs and substances for inappropriate purposes **I** 🏠

How can we improve our overall health and wellbeing?

Students:

- participate in activities and games in different environments
 - plan to participate in appropriate physical activity **M**
 - participate in activities and games individually and in teams **I M** 🏃 🏆
 - participate in physical activity in a range of contexts **M**
 - recognise and/or participate in culturally significant physical activities, eg Aboriginal cultural performances **M** 🏵 🌐 🌐
- explore the benefits of physical activity
 - identify how physical activity enables the development of skills to help us become effective team members, eg problem-solving, cooperation **I M** ⭐
 - recognise personal skills that can be developed through participation in physical activity, eg confidence, goal-setting **S M** 🏆
 - explore how physical activity connects people, eg sense of belonging to a group, cultural acceptance **I** 🌐
- explore the elements of a healthy and balanced lifestyle
 - recognise how physical activity promotes health
 - identify healthy food choices and their importance to a healthy and balanced lifestyle, eg use Australian Government dietary guidelines, read labels and packaging 📖
 - explore the importance of maintaining wellbeing, eg feeling connected to community, managing stress 🌐 🏆
- recognise the relationship between diet, physical activity and health
 - recognise foods in the different food groups that they should eat most, moderately and least in the context of their lifestyle
 - select food from the different food groups to provide a balanced diet
 - identify the properties of foods that contribute to personal health 🏃
 - balance food intake and physical activity, eg establish how much physical activity is needed to maintain healthy weight **S M** 🏃 📖
- examine the elements of a nutritious and balanced diet
 - make healthy choices when selecting foods in a range of situations
 - read labels and packaging to gain information about the nutritional levels of food 📖 📖
 - understand that some people may have food intolerances and/or allergies, eg peanut allergy, lactose intolerance
 - identify factors that influence food choices, eg advertisements, peer pressure, culture **I** 🏵 🌐
- recognise the importance of personal hygiene and grooming to their overall health and wellbeing
 - recognise their own healthcare needs **S** 🏆
 - identify when personal hygiene and grooming procedures are needed 🏆
 - identify and/or display appropriate personal hygiene and grooming procedures, eg wash hands after toileting and before eating, use deodorant and/or antiperspirant, menstrual management 🏆
 - demonstrate awareness of cultural requirements in personal hygiene and grooming procedures 🌐

- manage their own healthcare procedures appropriately in a range of situations and environments
 - communicate healthcare needs appropriately to others and seek assistance if required from trusted adults **I** 🗣️ 🧑
 - recognise appropriate areas for carrying out procedures, eg hygienic area for any invasive procedures
 - store and manage medication appropriately ⚙️ 📦
 - demonstrate appropriate eating and drinking practices 🍽️
- explore issues associated with access to healthcare and support services for young people
 - recognise young people's rights to access healthcare and support services **S** 🗣️
 - identify healthcare and support services for young people in the local and wider community **S** 🌐
 - identify barriers to young people's access to healthcare and support services 🌐
 - explore strategies to overcome barriers that young people may experience when accessing healthcare and support services **S** ⚙️

How can we promote health, safety, wellbeing and participation in physical activity in the wider community?

Students:

- explore the benefits of diversity and inclusion in a community
 - recognise values and beliefs in relation to discrimination, eg disability, age, religion, race, sexuality, gender **I** 🗣️ 🧑
 - explore how stereotypes and prejudices are challenged **I** 🗣️ 🧑
 - identify and demonstrate pro-social behaviour, including respecting diversity and challenging racism and discrimination **I** 🧑 🌐
 - recognise ways to contribute to inclusive communities **I** 🌐
 - explore how inclusion can support the health and wellbeing of individuals and communities, including Aboriginal and/or Torres Strait Islander Peoples **I** 🗣️ 🧑
 - identify how diversity is represented in Australian sports **I** 🗣️ 🧑
- participate in ways to promote health, wellbeing and participation in physical activity in the community
 - recognise resources and environments in the local community that encourage individuals and groups to connect **S I** 🗣️ 🌐
 - promote positive attitudes to mental health and wellbeing **I** 🌐 🧑
 - engage in strategies to promote participation in physical activity in the local community **M** 🗣️
 - recognise and demonstrate strategies to foster connection in the local community **I** 🗣️ 🌐
 - explore how cultural groups have influenced sport, physical activity and outdoor recreation activities in the local community **I** 🌐 🗣️

Assessment

Specific assessment advice relating to PDHPE will be provided in support materials.

Standards

The NSW Education Standards Authority (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

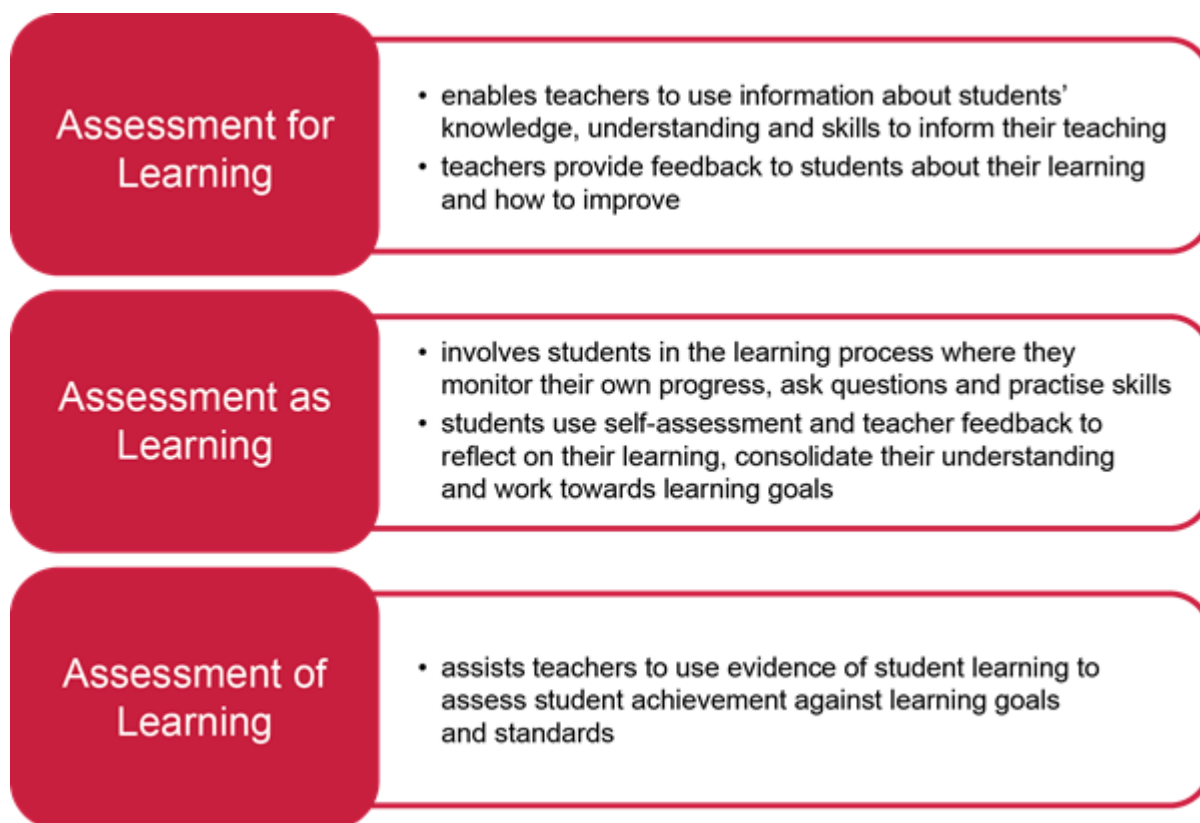
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA Assessment Resource Centre (ARC) website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in PDHPE contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the PDHPE syllabus is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [PDHPE](#)
- [Special education](#)
- [Life Skills](#).

Reporting

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

Glossary term	Definition
Aboriginal and/or Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
Aboriginal Protection policies	Pertaining to the treatment of Aboriginal People under various Aboriginal protection policies in Australian states and territories, eg <i>NSW Aborigines Protection Act 1909</i> .
Aboriginal Self-determination	Involves the effective participation of Aboriginal Peoples in all decision-making that affects them.
access	To gather information from a variety of sources, services and facilities.
accessibility	The extent to which a system, environment or object may be used irrespective of a user's capabilities or abilities. For example, the use of assistive technologies to allow people with disabilities to use computer systems, or the use of icons in place of words to allow young children to use a system.
active listening	A skill that indicates you are listening to a person and that you are interested in their point of view.
advocate (verb)	To argue in support of a cause or position, or speak out and act on behalf of yourself or another to ensure that your or others' interests are taken into account.
binge drinking	Drinking heavily on a single occasion, or drinking continuously over a number of days or weeks.
bisexual	A person who is sexually and emotionally attracted to people of both sexes.
blood-borne viruses (BBVs)	BBVs are passed from person to person through blood-to-blood contact, eg hepatitis B, hepatitis C and HIV.
body image	The perception that a person has of their physical self and the thoughts and feelings that result from that perception.
built environments	Surroundings created by people that provide the setting for human activity.

Glossary term	Definition
bullying	<p>Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).</p> <p>Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (<i>National definition of bullying, Bullying. No Way!</i>)</p>
bush tucker	An Aboriginal English term used to describe edible bush foods both in customary and contemporary food practices by Aboriginal Peoples which may include meat (wild animals), fish, seafood, nuts, spices, fungi, nectar, gum, insects, plants or plant extracts, starchy roots, seeds.
bystander	An individual who is aware bullying is happening and may or may not choose to do something to support the person being bullied.
centre of gravity	The point in the body at which weight is evenly dispersed and all sides are in balance.
change (noun)	Change is about something or someone becoming different. It is situational and in PDHPE refers to a range of circumstances such as different stages in a child or young person's life, eg physical, social, emotional, puberty and adolescence; moving from primary school to secondary school, moving between different cultures defined by different behavioural expectations, a student caring for a parent with disability or mental illness.
communicate	To convey and listen to specific information, knowledge, understanding to and from others.
community	A group of people linked by a common social structure and sense of belonging. This may be based on location, education, gender, interests, cultural background, political or religious beliefs. It may also refer to an online community.
community health	Focuses on work within defined communities to maintain and improve the health and wellbeing of all people in that community through collective action.
compose	To bring together a sequence of movements, concepts or words.
consent	Permission for something to happen or agreement to do something.

Glossary term	Definition
contextual factors	<p>A range of factors existing in differing ways, with varying impacts on individual, group and community health, safety, wellbeing and participation in physical activity. Factors include, but are not limited to:</p> <ul style="list-style-type: none"> • individual – knowledge, skills, attitudes, beliefs, ability, sex, gender • sociocultural – religion, parents/carers, family, media, culture, peers, language, politics • socioeconomic – education, income, employment • environmental – geographical location, access to health services.
Country	Country is used by Aboriginal People to describe their territories and ecosystems – a sum total of spiritual beliefs, including Dreamings, all living things including totems and all physical factors such as sacred sites, water, air and geographical features.
create	To invent or design a plan, idea, movement or movement sequence.
creative movement	A movement that evolves from a student's own thoughts, experiences, ideas and imagination in response to stimuli.
critique	Evaluate in a detailed and analytical way.
culture(s)	Shared stories, beliefs, attitudes, behaviours or practices that give a group or individual a sense of who they are and help them make sense of the world in which they live. Culture is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has culture – it is a lens through which we see the world.
cultural heritage	<p>'An expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. Cultural Heritage is often expressed as either Intangible or Tangible Cultural Heritage' (International Council on Monuments and Sites, 2002).</p> <p>Examples of tangible cultural heritage include artefacts, buildings or sites. Intangible cultural heritage includes oral histories, voices, traditions and values.</p>
cyberbullying	The use of electronic communication and technology to bully or harass a person. This typically involves people receiving or sending harassing, intimidating or threatening calls, texts or emails, sharing embarrassing or inappropriate photos or information of someone online.
defensive play	Action to prevent an opponent from gaining an advantage or score.
design (verb)	To plan and evaluate the construction of a product or process.
developmentally appropriate	Educational content, materials, activities, and methodologies that are coordinated with a child's level of development and for which the individual child is ready.

Glossary term	Definition
disability	An umbrella term for any or all of the following components: <ul style="list-style-type: none"> • impairments: challenges in body function or structure • activity limitations: difficulties in executing activities • participation restrictions: challenges an individual may experience in involvement in life situations.
discrimination	An unjust or prejudicial treatment of someone because they belong to a particular group of people or have a particular characteristic.
disordered eating	Includes a wide range of symptoms of abnormal eating behaviours, eg eating too much, too little or having a markedly imbalanced diet.
diversity	Differences that exist within a group, for example, age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion, learning differences, socioeconomic background, values and experiences.
DRSABCD	An acronym for a first aid action plan: D: danger R: response S: send for help A: airway B: breathing C: compression/circulation/cardiopulmonary resuscitation (CPR) D: defibrillation
drug	Any substance (excluding food, water and oxygen) that, when taken into a body, alters its function physically or psychologically. These substances include prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs.
dynamic learning environments	Situations that are constantly changing and are more unpredictable, eg limited or reduced space, increased/decreased player numbers, or uneven player numbers (eg 3 v 2), reduced time to perform skills and sequences, full opposition and competition.
effort	Refers to the dynamics and quality of movement, eg time, force, weight, control and flow. Effort awareness refers to understanding the muscular effort required to produce, sustain, stop or regulate a movement.
Elders	The custodians of knowledge and lore. They are chosen and accepted by their own communities as people who have the permission to disclose cultural knowledge and beliefs. Recognised Elders are highly respected people within Aboriginal communities. Appropriate consultation with local Aboriginal communities will often direct schools to recognised Elders.
emerging world issues	Contemporary, dynamic issues that pertain to individuals, groups and communities in a rapidly changing global environment. They are real-world influences and/or trends pertaining to identity, health, wellbeing, social cohesion and globalisation.

Glossary term	Definition
empathy	The ability to share and understand the emotions of others.
empower	To build capacity and confidence of an individual to take action, control their life and claim their rights.
enact	To put into practice, an idea or suggestion.
environmental safety	Situations or objects that can affect personal safety, eg home, rural environments, machines, appliances, animals, substances, toys and games.
ethos	The character or spirit of a culture, group or community that informs beliefs, customs, values, policies and procedures.
fair play	Participation in sport should be based on the concepts of fairness, fun, sportsmanship, respect, safety, and personal and collective responsibility.
family	Two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who are usually resident in the same household.
family and domestic violence	Any behaviour, in an intimate or family relationship, which is violent, threatening, coercive or controlling, causing a person to live in fear. It is usually manifested as part of a pattern of controlling or coercive behaviour.
first aid	The initial care of the ill or injured, usually given by someone who is on the scene when a person becomes ill or injured.
fitness	A measure of the body's ability to function efficiently, effectively and without injury in everyday activities, to pursue recreational activities and to cope with emergency situations.
functional movement	Exercises and movement patterns that relate directly to everyday tasks and activities. They focus on stability, mobility and movement training to improve performance and fitness and support completion of daily activities.

Glossary term	Definition
Fundamental Movement Skills (FMS)	<p>The building blocks or foundations of human movement or precursor movement patterns to more specialised skills in physical activity contexts such as games, sports, dance, gymnastics, aquatics and recreation activities. They provide the foundation for confident and competent participation in a range of physical activities leading to a lifetime of physical activity. The fundamental movement skills to be developed through PDHPE include:</p> <ul style="list-style-type: none"> • non-locomotor skills (body control, body positioning, spatial awareness, direction, force, precision), eg bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing • locomotor skills (travel, rhythm, body control, coordination, safe landing, agility, direction, object locomotion), eg rolling, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping • object control (body positioning, rotation, force, distance and precision), eg striking, passing, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object • stability/body control (spatial and effort awareness, balance, coordination), eg static balance • sequencing/combination skill, eg connects a variety of skills to perform movement sequences, transitions from one skill to another.
gambling	All legal forms of gambling other than racing and sports betting, including interactive gaming, lotteries, poker and gaming machines, casino gaming, football pools, and minor gaming (which is the collective name given to raffles, bingo, lucky envelopes).
games and sports	Modified games, traditional games or sports, culturally significant games and sports (such as traditional Aboriginal and Torres Strait Islander games and games of significance from the Asia region) and non-traditional games and sports (including student-designed games).
gay	A person who self-describes as a man whose primary emotional and sexual attraction is towards other men.
gender	Refers to the concepts of male and female as well as the socially constructed expectations about what is acceptable for males and females.
health	A state of complete physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity. It includes the ability to lead a socially and economically productive life.
health literacy	Ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.
health-related fitness	Activities done to improve physical health and its components such as cardiovascular fitness, flexibility, muscular endurance and strength.

Glossary term	Definition
homophobia	A fear or hatred of homosexual or same sex attracted people. Homophobia is manifested in a number of ways including violence, harassment and discrimination. Homophobia also includes institutional and cultural bias and structural inequality.
ICT tools	The use of digital technologies for a specific task. It also involves learning about the safe and ethical use and practice of these tools, eg word processing, databases, spreadsheets, multimedia presentation, augmented reality, wearable technology, online collaboration, simulation and electronic communication.
identity	Individual characteristics (including thoughts, ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social or cultural group. Identity refers to all things that define who we are at any given moment in our lives. It is not static. Identity is influenced by contextual factors.
individual/group/team physical activities	Contexts for participation in movement activities: <ul style="list-style-type: none"> • individual: activities in which an individual participates on one's own • group: casual and non-competitive activities that have a focus on enjoyment, fitness, health • team: activities in which individuals are organised into opposing teams to compete against each other. They are competitive and have a focus on winning, eg cricket, basketball, soccer, football, athletics, netball.
initiative/challenge physical activities	Physical activities designed to challenge individuals, require critical and creative thinking, promote cooperation and encourage the solving of problems or movement challenges.
intercultural understanding	Individuals or groups from different cultural or linguistic backgrounds share and exchange meaning.
intersex	A person who is born with genetic, hormonal or physical sex characteristics that are not typically 'male' or 'female'. Intersex people have a diversity of bodies and identities.
kinaesthetic feedback	Internal feedback received from the muscles, tendons and joints. A sense of the location of the body in relation to space and/or other objects.
kinship	A key aspect of Aboriginal cultures and values. It includes the importance of all relationships and of being related to and belonging to the land.
lesbian	A person who self-describes as a woman whose primary emotional and sexual attraction is towards other women.
LGBTI people	An acronym for lesbian, gay, bisexual, transgender and intersex people. Sometimes this acronym can be expanded to describe other groups in the community.

Glossary term	Definition
lifelong physical activities	Those sports and leisure-time activities typically performed individually or in small groups (typically four or fewer people) that involve minimal structure, avoid physical contact, are characterised by varying levels of intensity and competition and may be easily carried into adulthood and old age, eg swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.
lifetime of physical activity	Participation in physical activity across the lifespan.
listening	The ability to accurately receive and interpret messages in the communication process.
local Aboriginal community	The local Aboriginal community comprises those people who identify as Aboriginal and who reside in the near locality. Aboriginal communities have rich and diverse histories that have been affected by colonisation and dispossession, which sees families living on-Country, with a particular historical and spiritual connection to Country, residing alongside those who, for a range of reasons, are living off-Country. Schools should seek advice from a range of people and/or organisations representing local interests.
locomotor skills	Locomotor movement is when you move from one place to another. Locomotor skills include walking, climbing, rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.
manipulate	To adapt, influence or change with control.
mental health	A state of wellbeing in which an individual thrives and can manage normal stresses of life, work and recreation. Social, emotional and spiritual resilience, which enables people to enjoy life and overcome pain, disappointment and sadness. It is a positive sense of wellbeing and an underlying belief in our own and others' dignity and worth.
mindfulness	An evidence-based practice that involves attention and cognitive exercises which focus on the present moment. It is a strategy to support behaviour regulation, emotional control, coping, physical and mental health, focus and performance.
minor games	Simple games, with few rules, designed to allow students to practise skills, tactics and strategies in a challenging situation.
modified games	Games or sports that are simplified to suit the skills, strategic understandings and characteristics of students through alterations to the game's constraints such as rules, equipment and/or the size of the playing area.
movement challenges	Movement tasks that require individual students or groups of students to use a problem-solving approach to solve a problem to successfully complete the task. The solution can be verbalised, documented or demonstrated physically.

Glossary term	Definition
movement concepts	Movement concepts (or elements of movement) explored in the content include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space.
movement sequences	A combination of movement skills and movement concepts to enable a body and/or objects to move in response to a stimulus; or a planned order of movements.
movement situations	A situation where students are moving with the intent of achieving an outcome, such as to score a goal, to perform a sequence of movements or to retain possession.
natural environments	Environments which are not artificial or manufactured.
No-Go-Tell	An assertiveness strategy which encourages students when they feel hurt or have a warning sign to say no, if they can, go, if they can, and always tell someone.
non-locomotor skills	Moving on the spot without any change in location. These skills include bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing.
norms	Customary rules that govern behaviour in groups and societies, eg expected ways to look and behave.
object control skills	Object control skills include skills used to propel and receive an object. These skills involve the use of the hand or foot to control and/or manipulate balls, bats, racquets or other implements. These include striking, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object with and without equipment.
offensive online material	Online content that is harmful or inappropriate. It includes content promoting hate, violence, racism, discrimination, explicit imagery, criminal or unsafe behaviour. It also includes content that would be classified X18+ or refused classification (RC) because it depicts sexual activity and/or practices. Offensive content may be illegal.
offensive play	The action of gaining an advantage or creating opportunities to score.
on-Country	Taking place on Aboriginal land or Country of origin.
optimistic thinking	A skill to develop resilience; a positive way of interpreting and adjusting to negative life experiences and/or losses.
outdoor recreation	Physical activity in outdoors or natural settings, which provides opportunities to connect individually, in small groups or as a community to the outdoor environment.
persistence	Continuing a course of action in spite of difficulty or opposition.
perspective forming	Developing an understanding that others may have different views, thoughts, feelings and needs to their own.

Glossary term	Definition
perspective-taking	Looking at situations from other people's points of view. It involves considering emotions, thoughts, beliefs, prior knowledge and intentions of others.
physical activity	Body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure. Physical activity is a broad term that includes playing sport; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active recreation.
place	A space of belonging for all people.
Place	A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.
play	Play is an activity that is positively valued by the player, self-motivated, freely chosen, and engaging. Children actively involved in play may be engaged in a variety of activities, independently, with a partner or in a group. Play can occur indoors or outdoors. It is closely tied to the cognitive, socio-emotional, and motor development of young children, and is an important part of developmentally appropriate early years learning. Benefits of play can include persistence, negotiation, problem-solving, planning and cooperation.
predictable learning environments	<p>Situations which are controlled and where the variables remain constant, eg environment, space, group/team size, time available to perform skills and sequences, no opposition.</p> <p>This includes individual practice, skill drills or partner and group work with no opposition, competition or restrictions.</p>
prejudice	To treat a person or group differently, usually in an unfair manner, because of a preconceived opinion. To make a prejudgement or form an opinion without knowledge of the facts. To express bias against a person or group based on stereotypical views.
preventive practices	Any activity or practice undertaken by an individual to prevent or detect illness and promote health.
privacy	The right to be let alone, be free from interference or intrusion and to have some control over your personal information and how it is accessed, used and shared.
pro-social behaviour	An inclusive action that benefits other individuals and/or community groups.
racism	A set of beliefs, often complex, that asserts the natural superiority of one group over another, and which is often used to justify differential treatment and social positions. This may occur at the individual level, but often occurs at a broader systemic or institutional level.

Glossary term	Definition
refine	To improve and hone knowledge, understanding and skills by making subtle or fine distinctions.
resilience	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. Resilience is an integral part of learning as it underpins the ability to respond positively to setbacks, mistakes or challenging life experiences.
resilient	Able to deal constructively with change or challenge, allowing them to maintain or re-establish their social and emotional wellbeing in the face of difficult events.
restorative practice	A set of skills that aim to build strong relationships and transform conflict, disruption and repair relationships in an emotionally healthy manner.
rhythmic and expressive movement/activities	Movement that is composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes. It includes creative movement, movement exploration, dance styles and dance elements. With specialised facilities, equipment and expertise, it can also include circus skills, tai chi, yoga, rhythmic gymnastics and educational gymnastics.
risk	Taking action to evoke a feeling of uncertainty or fear, with the possibility of a positive outcome (positive risk) or negative outcome (negative risk).
same sex attracted	An umbrella term applied to young people to describe individuals who experience feelings of sexual attraction to others of their own sex. This includes young people who are exclusively homosexual in their orientation, bisexual, undecided young people, and heterosexual young people who have these feelings at some time.
self-talk	A person's inner dialogue or the practice of talking to oneself, either aloud or silently and mentally.
sense of self	How you regard yourself and perceive your place in the world in relation to a range of personal characteristics, cultural norms and expectations. There are three central aspects: <ul style="list-style-type: none"> • self-concept: assessment of one's own characteristics, strengths and weaknesses • self-esteem: judgements and feelings about one's own value and worth • self-image: a mental image of oneself; how a person sees themselves and what they think other people think of them.
sex	The biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.

Glossary term	Definition
sexting	The sending of provocative or explicit sexual photos, messages or videos. They are generally sent using a mobile phone but can also include posting this type of material online.
sexual attraction	The attraction a person has or does not have to other people. For example, same sex attraction, opposite sex attraction, or attraction to both sexes.
sexual behaviour	An individual's sexual contacts or actions.
sexual diversity	Refers to a diverse range of sexualities, identities and romantic or sexual attractions.
sexual health	A state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as a possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.
sexual identity	The perception a person has of themselves, their sexuality and the way they present themselves to others.
sexuality	A central aspect of being human throughout life. It is influenced by an interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. It is experienced and expressed in thoughts, feelings, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.
sexually transmissible infection (STI)	Any infection that can be passed from one person to another during sexual activity. Sexually transmissible infections include chlamydia, herpes, gonorrhoea, syphilis, genital herpes, scabies, pubic lice, hepatitis and HIV.
sexual relationship	Intimate activity(ies) with another person. It involves informed choice, consent, pleasurable and safe sexual experiences. It is possible to have a sexual relationship without having sexual intercourse.
skill-related fitness	Activities or training to improve the components of fitness which help individuals improve performance in a specific activity or sport, such as agility, balance, coordination, reactions, rhythm, power and speed.
social health	An ability to form satisfying interpersonal relationships with others. It also relates to an ability to adapt comfortably to different social situations, social institutions, social values and norms, and act appropriately in a variety of settings. This requires strong communication skills, empathy for others and a sense of accountability.
spaces	Areas that are available and unoccupied for participation in physical activity.
spatial awareness	The ability of an individual to be aware of, and make decisions regarding, their position in relation to space, objects or people.

Glossary term	Definition
specialised movement skills	Movement skills that are task specific and are required in more organised games and activities. Examples of specialised movement skills include fielding a ground ball in softball, climbing a rock wall and performing a grapevine step in dance.
stability	Stability skills can be categorised as static skills and dynamic skills. Static stability refers to an object at rest, whereas dynamic stability refers to an object in motion. Static skills include balancing, twisting, bending, floating, treading water. Dynamic skills include hopping, dodging, landing and diving.
stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
strategies	A plan or set of ideas. These are usually developed before beginning a task or activity to successfully achieve a goal or outcome.
tactics	A change(s) to a plan or idea during a movement activity to successfully achieve a goal or outcome.
trust, talk, take control	A strategy for dealing with abusive situations: <ul style="list-style-type: none"> • trust your feelings, thoughts and your reading of the situation • talk about it to someone in your network • take control by using your own plan to become comfortable and safe.
transition	To change from one phase, position, activity or skill to another.
transgender (trans)	A general term for a person whose gender is different to their sex at birth.
transphobia	A fear or hatred of transgender people. Transphobia is manifested in a number of ways, including violence, harassment and discrimination. Transphobia also includes institutional and cultural bias and structural inequality.
unwanted sexual behaviour	Any sexual contact or behaviour that occurs without explicit consent.
upstander	Upstander behaviour can be observed as an individual and/or group standing up to show their appreciation and support for human rights. It involves taking safe actions to support themselves and/or others. Upstander behaviour differs to bystander behaviour, which may involve standing by with little interference or action.
viewing	Observing and comprehending a visual text, eg a diagram, illustration, photograph, film, television documentary or multimedia. This sometimes involves listening to and reading accompanying written text.
water familiarisation	Skills and activities which introduce students to water environments and build confidence and skills for survival. Generally, students would be exposed to these prior to school. They include safe entry and exits, floating, body orientation and rotation, blowing bubbles, submerging, paddling and kicking.

Glossary term	Definition
wellbeing	A sustainable state characterised by predominantly positive feelings, attitudes and relationships. It involves resilience, self-efficacy and a high level of satisfaction with self.
yarning circle	An initiative used in a range of contemporary Aboriginal contexts to reinforce customary cultural practices of communication where each participant's contribution is equally valued.