

A large, stylized tree graphic in a light purple color, with a thick trunk and many branching limbs, occupying the left and center of the page.

HEALTH AND PHYSICAL EDUCATION

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RATIONALE

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum (P–10) offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Through Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life. Given these aspirations, the curriculum has been shaped by the following five interrelated propositions that are informed by a strong evidence base:

1. Focus on educative purposes

The curriculum focuses on the development of disciplinary knowledge, understanding and skills, which underpin Health and Physical Education. The priority for the curriculum is to provide ongoing, developmentally appropriate and explicit teaching and learning experiences about health and movement.

2. Take a strengths-based approach

A strengths-based approach is characterised by focusing on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. This approach affirms that students and their communities have particular strengths which can be nurtured to improve health.

3. Value movement

The curriculum focuses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence. This supports ongoing participation across the lifespan, and positive health outcomes.

4. Develop health literacy

The development of health literacy skills is essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focuses on developing knowledge, understanding and skills related to the following health literacy dimensions:

- functional – knowledge, understanding and skills related to comprehending, evaluating and applying health information
- interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health
- critical – skills related to being able to selectively access and critically analyse health information from a variety of sources and apply this to promote own and others' health.

5. Include a critical inquiry approach

The curriculum engages students in critical inquiry processes that develop research skills and the ability to appraise health and physical activity knowledge, and the way this influences decision-making and health-related behaviours.

AIMS

The Western Australian Curriculum: Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

ORGANISATION

CONTENT STRUCTURE

The Health and Physical Education curriculum comprises two strands: Personal, social and community health; and Movement and physical activity. The content in each strand is organised under three interrelated sub-strands.

PERSONAL, SOCIAL AND COMMUNITY HEALTH

- **Being healthy, safe and active**
The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.
- **Communicating and interacting for health and wellbeing**
The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.
- **Contributing to healthy and active communities**
The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

MOVEMENT AND PHYSICAL ACTIVITY

- **Moving our body**
The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance. They practise and rehearse skills and strategies to move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activity, outdoor recreation and sport.
- **Understanding movement**
The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own and others' lives, and across time and cultures.
- **Learning through movement**
The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within a range of physically active pursuits.

The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills. Figure 1 identifies these interrelated skills in Health and Physical Education

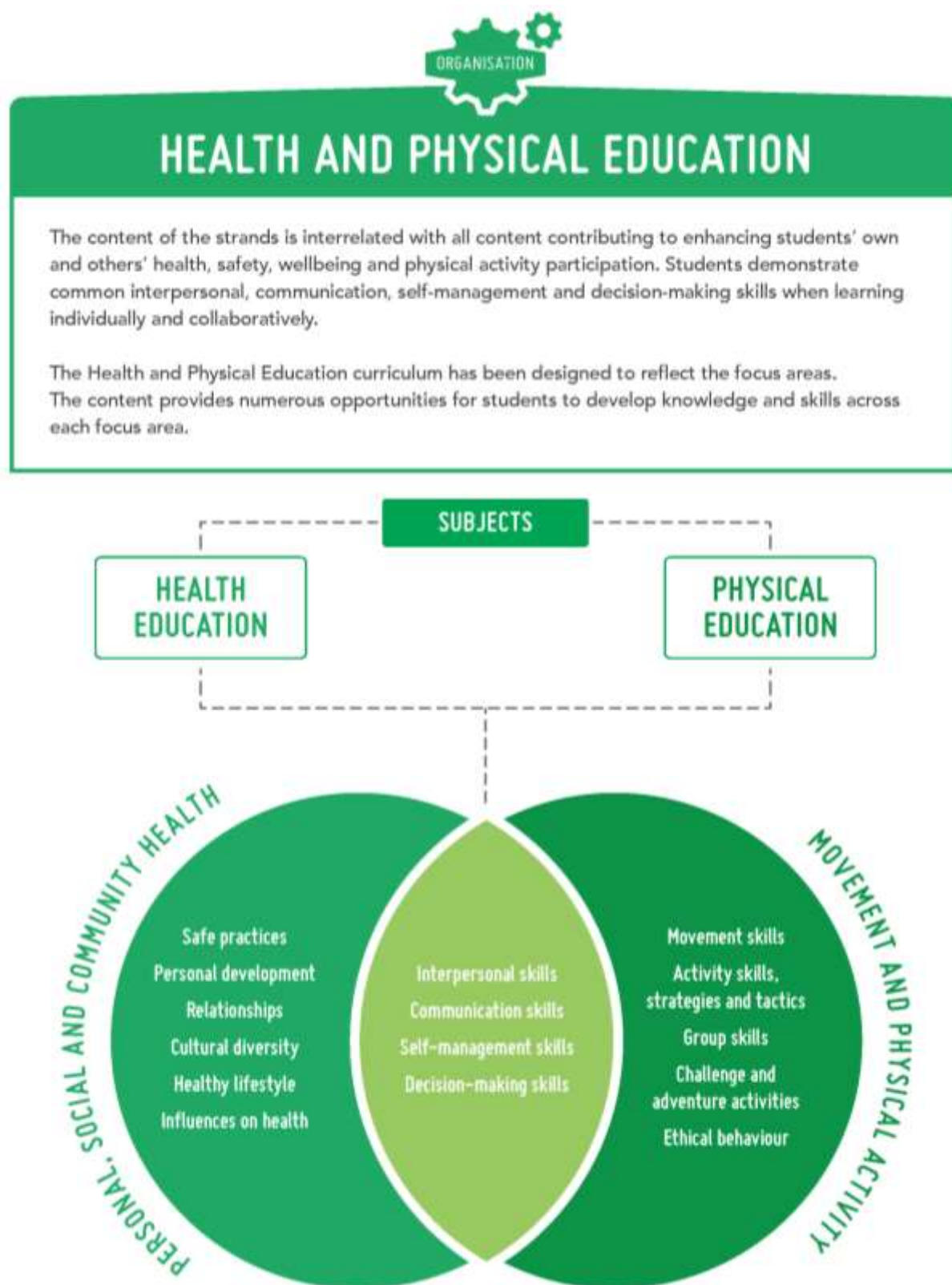


Figure 1: The organisation of content in the Health and Physical Education curriculum

ATTITUDES AND VALUES

The Health and Physical Education curriculum provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others.

Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values, and consider how they impact on behaviour.

FOCUS AREAS

Focus areas indicate breadth of learning across P–10 and provide a context for student engagement with the content. A variety of focus areas should be used to teach the content in each year of schooling, and provide students with a breadth of learning that can be applied in their daily lives.

The focus areas are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- active and minor games
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive activities.

YEAR LEVEL DESCRIPTIONS

Year level descriptions provide an overview of the core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

CONTENT DESCRIPTIONS

Content descriptions set out the knowledge, understandings and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened or extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

ACHIEVEMENT STANDARDS

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

GLOSSARY

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

STUDENT DIVERSITY

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Health and Physical Education. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

The Health and Physical Education curriculum uses the principles of the Universal Design for Learning framework to ensure the curriculum is inclusive of all learners and values diversity by providing multiple means of representation, action, expression and engagement.

STUDENTS WITH DISABILITY

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Health and Physical Education. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Health and Physical Education are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

In Health and Physical Education, it is important to be aware of cultural sensitivities when teaching some aspects of content.

GIFTED AND TALENTED STUDENTS

Teachers can use the Western Australian Curriculum: Health and Physical Education flexibly to meet the individual learning needs of gifted and talented students, including students who are gifted and talented athletes or performers.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Health and Physical Education and/or from local state and territory teaching and learning materials.

WAYS OF TEACHING

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (<http://k10outline.scsa.wa.edu.au/>). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

In Health and Physical Education, the two strands of Personal, social and community health; and Movement and physical activity, are closely interrelated. Consistent with a strengths-based approach, a successful Health and Physical Education program is one where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their particular strengths and interests.

Teaching and learning programs should include a balance of health and movement-related content.

To support students' learning, teachers should plan programs to ensure that:

- in the early years, the focus is on the holistic nature of children's development (as distinct from learning divided into subjects)
- in the early years, planning includes child-initiated, self-directed activities
- students are provided with opportunities to develop movement skills which are included and reinforced throughout the year
- students develop a health literacy skills approach to their learning
- students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- teaching and learning experiences related to the Personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups.

To engage students in Health and Physical Education, teachers typically create learning experiences which:

- draw on students' personal interests, real-life experiences or use stimulus materials to create meaningful linkages to the outside world
- include current and/or recent health and physical activity events, issues or 'hot topics' that are relevant to young people to exemplify content
- use new and emerging technologies to engage students and facilitate the development of critical health literacy skills
- provide opportunities for research and investigation which support the development of critical inquiry skills such as generating evidence-based arguments and proposing actions/solutions to real-world health and physical activity challenges and issues
- involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community
- integrate health-related content and skills into other learning areas, particularly in the primary years, to allow for holistic learning
- adapt to the skill level of the students, such as through the modification of warm-up drills and skill development activities
- engage students in problem-solving in a variety of movement challenges
- develop students' knowledge of health and performance-related concepts related to physical activity
- enable students to develop interpersonal skills used in physical activity.

Figure 2 is a visual representation of 'ways of teaching' Health and Physical Education

For information on how to collect evidence to inform planning for ongoing learning experiences in Health and Physical Education, refer to 'Ways of Assessing'.

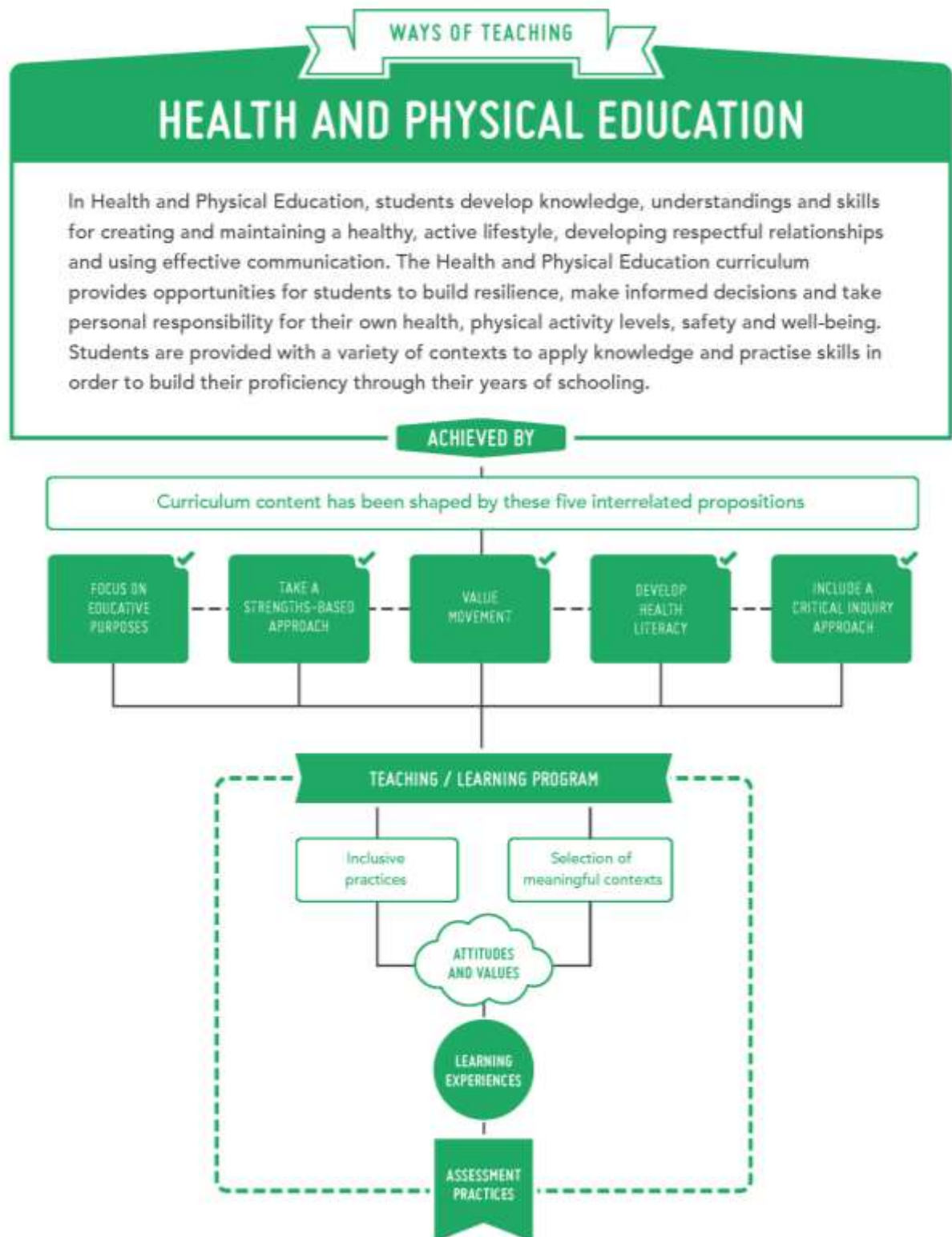


Figure 2: Ways of teaching in Health and Physical Education

WAYS OF ASSESSING

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in Health and Physical Education.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline*. The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (<http://k10outline.scsa.wa.edu.au>) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative assessment?
- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (<http://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards>) when reporting

against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Group activities	Cooperative activities that provide opportunities for individual and peer-learning. During group work, teachers should stop at key points to check individual student understanding.
Field-work and practical (authentic) tasks	The demonstration of learning on health-related issues through activities, such as virtual and actual fieldwork, such as community audits and needs assessments.
Tests or quizzes	These may include verbal questioning, multiple choice, short-answer responses or open-ended questions that require longer, structured written responses.
Written work	This includes short and extended written tasks. These may take the form of short responses, such as worksheets with sentence or paragraph answers. Longer responses may include essays, information reports or imaginative texts, such as journal entries. Students may also conduct inquiry tasks in which they develop questions; gather, analyse and evaluate information; communicate findings; and reflect upon conclusions.
Graphic organisers	The demonstration of learning through making connections, showing relationships and concept-mapping of student knowledge.
Visual representations	The demonstration of learning through maps, tables, graphs, diagrams, posters, brochures, photographs and other digital media (i.e. slides, animations, blogs).
Performances or oral presentations	The demonstration of learning in practical performance, role-play, speeches, simulations, debates and structured discussions.
Physical education performance Years P–6	Student performance is assessed using checklists, rubrics and/or anecdotal records in the context of the activities which provide students with the opportunity to develop movement skills and strategic awareness. Assessment should be incorporated into: <ul style="list-style-type: none"> • static drills, increasing in complexity as determined by student ability • increasingly dynamic drills in years 4–6 • simple games • adventure/challenge activities • modified sports.
Physical education performance Years 7–10	Student performance is assessed using checklists, rubrics, anecdotal records, self-assessments, peer assessments and/or video in the context of the sports studied, which provide students with the opportunity to develop skills and tactical awareness. Assessment should be incorporated into: <ul style="list-style-type: none"> • static drills, increasing in complexity as determined by student ability • dynamic and competitive game-like drills • modified sports • competitive situations.
Conferences	Discussions or interviews that are conducted either face-to-face or via audio and video recordings.

Examples of assessment strategies	Examples of sources of evidence
Self-assessments and evaluations and student journals	The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Journals provide personal accounts of student responses to learning activities, experiences and understandings.
Peer assessments	Individuals, peers, or a group of peers, provide evaluative feedback on performance or activity.

GENERAL CAPABILITIES

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for Health and Physical Education. The general capabilities are not assessed unless they are identified within the core content.

LITERACY

The Western Australian Curriculum: Health and Physical Education assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to describe health status, products, information and services. They also develop skills that empower them to be critical consumers who are able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analysing their own and others' movement performances.

Students also learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences; express their own ideas and opinions; evaluate the viewpoints of others; and express their emotions appropriately in a range of social and physical activity contexts.

NUMERACY

The Western Australian Curriculum: Health and Physical Education provides students with opportunities to recognise the mathematics that exist in Health and Physical Education learning experiences. As they engage with Health and Physical Education, students see the importance of numeracy; select relevant numeracy knowledge and skills; and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, or various skill performances. Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CAPABILITY

The Western Australian Curriculum: Health and Physical Education enhances ICT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of children and young people. They explore the nature of ICT and the implications for establishing and managing relationships in the 21st century. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field.

CRITICAL AND CREATIVE THINKING

The Western Australian Curriculum: Health and Physical Education develops students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. In Health and Physical Education, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing.

Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

PERSONAL AND SOCIAL CAPABILITY

The Western Australian Curriculum: Health and Physical Education is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement and non-movement based activities develops students' personal and social skills, as well as an appreciation of their own strengths and abilities, and those of their peers. They develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

ETHICAL UNDERSTANDING

The Western Australian Curriculum: Health and Physical Education focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.

Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement-based contexts.

INTERCULTURAL UNDERSTANDING

The Western Australian Curriculum: Health and Physical Education provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to community health issues and concepts of participation, success and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued, in terms of health and physical activity, within their families, social groups and institutions, and within other cultures in the broader community.

CROSS-CURRICULUM PRIORITIES

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for Health and Physical Education. The cross-curriculum priorities are not assessed unless they are identified within the core content.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Across the Western Australian Curriculum: Health and Physical Education, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing so, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

The curriculum enables the students to explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Across the Western Australian Curriculum: Health and Physical Education, the priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of health and physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

The curriculum enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and the mind–body–spirit connection across the cultures of the Asia region through wellness practices. These include physical activity and traditions of medicine and healthcare.

SUSTAINABILITY

Across the Western Australian Curriculum: Health and Physical Education, students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.

The curriculum enables students to develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities, including learning in, and about, the outdoors; the creation of spaces for outdoor learning; active outdoor recreation; and growing, sourcing and choosing food products. As such, they will gain a capacity to advocate and act for a sustainable future.

GLOSSARY

This glossary is provided to enable a common understanding of the key terms in this syllabus.

acceleration

Increasing velocity of an object or a person.

advocate (v)

To argue in support of a cause or position. To speak out and act on your own behalf or that of another to ensure that your or others' interests are taken into account.

analyse

To break down a topic into its parts and explain how the parts relate to each other and to the topic as a whole. Interpret data to reach stated conclusions.

angular motion

Rotating the body in the same direction and at the same time around a fixed point.

apply

To use an idea, equation, principle, theory or law in a new situation.

assertiveness (assertive behaviour)

Communicating an individual's needs or wishes in a confident and direct manner, whilst maintaining a level of respect for all involved.

attitude

The way in which an individual thinks or feels about another individual, object or situation. Often reflected in an individual's behaviour.

belief

Acceptance that something is true even if there is no proof.

body awareness

An individual's perception of their body. This includes awareness of shapes made; space taken up; movements the body can accomplish; and each body part in isolation.

body management skills

Skills used to control the body in a variety of situations. These skills require an integration of agility, coordination, balance, and flexibility. They include rolling, stopping, bending, twisting, landing, stretching, climbing, static and dynamic balancing and turning.

built settings

Areas and spaces that are primarily constructed by humans, e.g. within buildings.

bystander behaviour

Conduct displayed by individuals who are present but not directly involved in an incident or event.

change (n)

External conditions or situations that become different, e.g. stages in a young person's life, including puberty and adolescence; moving from primary school to secondary school on a different site; moving between different cultures defined by different behavioural expectations.

community health

A field of public health that focuses on work within defined communities to maintain and improve the health and wellbeing of all people in that community through collective action.

compare

To give an account of similarities and differences between two or more items, referring to both (or all) throughout. Comparisons generally ask for similarities more than differences, but in some cases, also mention differences. These are often displayed in a table.

complementary health practices

Products, practices and philosophies that are not part of traditional, standard care. Also referred to as alternative therapy, alternative medicine and holistic therapy.

Examples include acupuncture, herbal medicine, and biofeedback.

complexity

An indication of how complicated a process or action may be, especially when this involves many parts or sections.

consistency

Performance of skills that reflects a steady, uniform and reliable standard.

cooperation skills

Skills that an individual can use in order to work with others to produce an outcome.

contextual factors

A range of determinants that can influence health, safety, wellbeing and physical activity participation. These include, but are not limited to, personal, social, cultural, economic and political factors that exist in differing ways and have varying impacts across population groups.

contingency plans

A set of actions designed to deal with, or respond to, changing situations or emergencies.

control

Performance of skill that reflects the ability to manipulate movements or objects in order to achieve a desired outcome.

coping skills

Ways in which people manage and adapt in order to reduce stress or deal with difficult situations as they occur.

creative movement

Movement that evolves from the student's own thoughts, ideas and imagination in response to stimuli.

critical inquiry approach

Method that focuses on how contextual factors influence the health, safety, wellbeing and physical activity participation of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing. It involves critical analysis and critical evaluation of health and physical activity knowledge in order to make informed judgments and take appropriate action.

critically analyse

To break down and study the parts of an issue or information in order to form a critical judgment. It can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating.

critically evaluate

To assess an issue or information in order to form a critical judgment. It involves making informed judgments or decisions about the worth, validity and reliability of opinions, ideas and knowledge.

cultural diversity

The existence of a variety of cultural or ethnic groups within a society including differences in race, ethnicity, language, nationality and religion.

cultural identities

The feeling of belonging to nationality, ethnicity, religion, social class, generation, locality and any kind of social group that has its own distinct culture.

cultural influences

Historical, geographical and familial factors that affect an individual's ideas, beliefs, values, and knowledge based on that person's nationality, ethnicity, religion, social class, generation, locality and any kind of social group.

demonstrate

To give a practical exhibition or explanation.

describe

To give an account of characteristics or features which includes all relevant information.

design (v)

To plan and evaluate the construction of a product or process.

develop

To elaborate or expand in detail.

dimensions of health

Variables that influence an individual's level of overall health. Frequently referred to as physical, social, emotional, mental and spiritual dimensions.

discrimination

The unjust or prejudicial treatment of an individual or group of individuals. Often with regard to, e.g. race, gender; homophobia, transphobia.

discuss

Analyse carefully and give reasons for and against the different issues, ideas or problems involved.

dispositions

Enduring habits of mind and actions, and tendencies to respond to situations in characteristic ways, e.g. maintaining an optimistic outlook, being willing to persevere with challenges, or actively engaging in regular physical activity.

distinguish

Give the difference(s) between two or more items.

diversity

Differences that exist within a group including age, sex, gender, gender expression, sexuality, ethnicity, ability, body shape and composition, culture, religion, learning styles, socioeconomic background, values and experience. Appreciating, understanding and respecting diversity impacts on an individual's sense of self and their relations to others. Diversity can be acknowledged through shared activities that may involve building knowledge and awareness, peer teaching, games, dance, food and festivals.

drug

Any substance (excluding food, water and oxygen) that, when taken into the body, alters its function physically or psychologically.

dynamic drills

Physical activities that usually incorporate the performance of multiple skills, often in game-like scenarios or situations that could be experienced in competition.

elements of movement

Variables that are combined in the composition and performance of movement. These elements are effort, time, space, objects and people.

emotional health

The ability to recognise, understand and effectively manage emotions and to use this knowledge when thinking, feeling and acting.

enhance

To add to, improve or increase; to build on assets and strengths that already exist for an individual, group or community.

empathy

The ability to identify with or experience the thoughts, feelings or attitudes of another individual.

ethical behaviour

The way in which an individual behaves that demonstrates honesty, fairness and equity, and respects the diversity and rights of others.

evaluate

Carefully appraise a problem or situation, citing both advantages and limitations. Reach a conclusion about the relative weight of both positive and negative points, without giving a personal opinion.

examine

To inquire into and determine the nature or condition of something.

explain

To clarify, interpret, and spell out the material you present. To give reasons for differences of opinion or of results, and try to analyse causes.

Familiar (adj)

Previously encountered in prior learning activities.

fluency

Skills performed with movement that is fluid, smooth and/or graceful.

force

A push or pull on an object through various means that may cause that object to move faster or slower or change its direction.

fundamental movement skills

The foundation for competent and confident participation in a range of physical activities. The fundamental movement skills to be developed through Health and Physical Education include:

- locomotor and non-locomotor skills — rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping
- object control skills — bouncing, throwing, catching, kicking, striking.

gender

Those characteristics of women and men that are socially constructed. It is complex and involves a number of components; including biological sex, i.e. male or female; gender identity, i.e. the psychological sense of being male or female; social sex role i.e. adherence to cultural norms of feminine and masculine behaviour.

gender diverse

Refers to people who fall outside the typical range of masculinity or femininity with regard to gender identity and/or physical sex characteristics. These individuals include many different groups such as transsexual, transgender, androgynous, people without sex and gender identity, and cross-dressers.

general motion

The result of a combination of linear and angular motion.

harm minimisation

A strategy that aims to lower the risks and harmful consequences associated with drug use and other high-risk behaviours, rather than simply promoting abstinence.

health literacy

The 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 messages

Any message or advertising related to the health and wellbeing of people. These can be in the form of TV or magazine advertisements, media articles, product labelling, or portrayal of 'healthy' choices in the media.

health-related fitness

Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. Health-related fitness includes components such as cardiorespiratory endurance, flexibility, body composition, muscular endurance and muscular strength.

holistic health

A field of alternative medicine in which the body, mind and spirit or the physical, emotional/mental and spiritual aspects of the "whole person" is the focus not just the condition.

identify

To find an answer from a number of possibilities; recognise and name.

identities

Individual characteristics (including ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social group.

initiative games

Fun, cooperative, challenging games that require groups to collaborate in order to solve a specific problem.

interpret

To translate; give examples of; to solve or to comment on a subject, usually while communicating own judgement.

intersex

Term relating to a range of innate biological traits or variations that lie between 'male' and 'female'. An intersex person may have the biological attributes of both sexes or lack some of the biological attributes considered necessary to be defined as one or the other sex. Intersex is always congenital and can originate from genetic, chromosomal or hormonal variations. Historically, the term 'hermaphrodite' was used.

investigate

To plan, collect, interpret and draw conclusions about data/information.

justify

To show how an argument or conclusion is right or reasonable.

kinaesthetic

Relating to the sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.

kinematic terms

Terminology used that refers to a body in motion with no consideration to its mass or any other forces.

kinetic

Relating to the motion of an object and the associated forces.

linear motion

Moving of the entire body the same distance and direction and at the same time.

locomotor skills

The skills used by an individual to move from one place to another. These skills include rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping.

manipulate

To handle or control an object or piece of equipment.

manipulative skills

Movement skills that require an ability to handle an object or piece of equipment with control. They include skills such as kicking, striking, dribbling or catching a ball. Can also be referred to as 'object control skills'.

marginalisation

The process of reducing the importance of a person or group. This could lead to that person or group becoming excluded from a variety of situations or being ignored.

mental health

An individual's cognitive and thinking processes, for example their capacity to think coherently, express thoughts and feelings and respond constructively to situations.

minor games

Simple games with few rules, designed to allow students to practise skills in a challenging situation.

modified games

Games or sports adapted to suit the skills and characteristics of students through alterations to rules, equipment and/or the playing field.

movement challenges

Movement tasks that require individual students or groups of students to solve a problem in order to successfully complete the task.

movement concepts and strategies

A framework for enhancing movement performance.

- Movement concepts (or elements of movement) explored in the curriculum include body awareness, spatial awareness, effort awareness, and relationship to/with objects, people and space. Movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal.
- Movement strategies include moving into space to receive a pass from a team-mate or hitting the ball away from opponents in order to make it difficult to retrieve or return the ball. Different games and sports may require similar activities or goals and will therefore use similar movement strategies in order to achieve success.

movement exploration

Discovering the body's potential for movement by experimenting with different ways of moving.

movement sequences

The combination of fundamental movement skills and movement elements to enable the body and/or objects to move in response to a stimulus.

movement situations

Any situation where students are moving with the intent of achieving an outcome, such as to score a goal, to perform a sequence, to retain possession, or to cross a creek.

natural settings

Places or areas such as parks or bushland that are formed by nature and not man-made.

non-locomotor skills

Moving on the spot without any change in location. Skills include twisting (the rotation of a selected body part around its long axis); bending (moving a joint); swaying i.e. fluidly and gradually shifting the centre of gravity from one body part to another; stretching i.e. moving body parts away from the centre of gravity; turning i.e. rotating the body along the long axis; swinging i.e. rhythmical, smooth motion of a body part resembling a pendulum.

object control skills

Movement skills that require an ability to handle an object or piece of equipment with control. They include skills such as kicking, striking, dribbling or catching a ball. Also referred to as manipulative skills.

online environments

The connection of computers/mobile devices to one or more computer/mobile device or network, such as the Internet.

online safety

A range of measures and strategies aimed at protecting people from becoming vulnerable to harmful content and malicious and illegal online activities.

outdoor education

Physical activity in the outdoors or natural settings which provides opportunities to connect as a community and to the natural environment.

performance-related fitness

Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. Skill-related fitness includes components such as agility, balance, coordination, reaction time, power and speed.

persistence

The ability to continue with an opinion or action despite opposition or difficulty.

personal skills

An individual's abilities, aptitudes, strengths and capabilities.

physical activity

The process of moving the body that results in 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.

physical fitness

A measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. It is commonly conceptualised as being made up of health-related components such as cardiorespiratory endurance, flexibility, body composition, muscular endurance and muscular strength and performance-related components such as agility, balance, coordination, reaction time, power and speed.

precision

The degree of accuracy with which a movement is performed.

predict

To give an expected result. Suggest what may happen based on available information.

prejudice

A preconceived opinion or feeling that is not based on prior knowledge, reason or experience.

preventive health

Measures which direct resources to the prevention of ill-health, the promotion of individual and community health and the reduction of health inequalities.

preventive health practices

Practices intended to protect, promote or maintain health and well-being and at the same time helping to prevent disease, disability or death.

projectile motion

Factors that affect the movement path of an object including the human body.

protective behaviours

A range of skills and strategies to help prevent and reduce child abuse and violence in the community.

punt

Kicking a ball that is released from the hands.

recognise

To be aware of or acknowledge.

recreation

Activity that people enjoy participating in during their free time and which is recognised as having socially worthwhile qualities. Active recreation requires physical exertion.

refusal skills

Skills that assist children and adolescents to avoid high risk behaviours such as sexual activity, crime, drug use or violence.

reproductive health

A state of physical, mental and social wellbeing in all matters relating to the reproductive system, at any stage of life.

resilience

The capacity to deal constructively with change or challenge, allowing the individual to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.

resilient

Capable of dealing constructively with change or challenge, allowing the individual to maintain or re-establish their social and emotional wellbeing in the face of difficult events.

respond

To react or reply.

same-sex attracted

A term used to describe someone who is attracted to a person of their own sex, whether or not sexual behaviour is involved.

sedentary behaviour

Sitting or lying down. Activities that do not increase energy expenditure higher than resting levels, for example, watching television, gaming, or using a computer and other devices.

select

To choose in preference to another or others.

self-efficacy

An individual's belief in their ability to succeed in reaching a specific goal or completing a task, such as maintaining healthy and active habits, acquiring a new movement skill or meeting a personal challenge.

sense of place

A physical, social, emotional and/or spiritual connection to a place which shapes personal and social identities, perspectives and interactions.

sense of self

An individual's perception of 'self' and how they perceive their place in the world in relation to a range of personal characteristics and cultural norms and expectations.

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 the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.

sexuality

A central aspect of being human throughout life. It encompasses sex, gender identities and roles, sexual orientation, pleasure, intimacy and reproduction, and is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

social health

The ability to interact with the people around them and with social institutions, social values and norms.

social justice principles

Principles that guide the rights of all people in our community which are considered in a fair and equitable manner. They may include things like access, e.g. to goods and services, equity, rights, and participation.

social skills

Skills used to interact with other people which can involve both verbal and non-verbal communication.

societal influences

A change in an individual's thoughts, feelings, attitudes, or behaviours that results from interaction with another individual or group within a society.

societal norms

Behaviours, values, beliefs or attitudes as set out by a society or group.

solve

To work out a solution to a problem.

spatial awareness

The ability of an individual to be aware of, and make decisions regarding, their position in relation to space, objects or people.

spiritual health

A positive sense of belonging, meaning and purpose in life. It includes values and beliefs that influence the way people live, and can be influenced by an individual's connection to themselves, others, nature and beyond.

sport

Human activity which involves physical exertion and skill, where an individual or team competes against others.

static drills

Simple drills often performed between two players which involves repetitive performance in fixed practice.

stereotypes

A standard/conventional image used to categorise a number of people based on such characteristics as gender, sexuality, culture or physical appearance.

strategy

The identification of goals in preparation for a competitive situation.

strengths-based approach

An approach that focuses on the capacities, competencies, values and hopes that all students, regardless of their current circumstances, will optimise their own health and that of others.

suggest

To propose an idea, solution or other possible explanation for consideration.

summarise

To provide the main points or facts in condensed form, e.g. précis of a chapter, omitting details and illustrations.

summation of forces

The production of force through the sequential movement of various parts of the body in order to produce the optimum amount.

synthesise

To combine elements, e.g. information/ideas/components, into a coherent whole.

tactic

The use of individual or team skills and methods in order to achieve an outcome or support a pre-determined strategy.

tactical skills

Specific sport skills, movements or decisions that a player or team can use to achieve an outcome.

transgender

Most commonly the term is used by those whose gender identity is different from the sex assigned to them at birth.

transitions

Internal processes or psychological reorientation people experience as a result of change, and usually involves establishing new behaviours or new ways of thinking before the change can work. Individuals experience transitions in different ways and at different rates. Transition involves three stages: a letting go of the way things are or used to be; a period of exploration and adjustment; and a final stage where new behaviours and ways of working evolve.

transphobia

A fear or hatred of transgender people. Transphobia is manifested in a number of ways, including violence, harassment and discrimination.

understand

To perceive what is meant by and be thoroughly familiar with an idea.

values

The relative worth, merit or importance regarding what is good or bad. A person's values will often be reflected in their behaviour or decision making process.

wellbeing

The state of being satisfied, happy and/or healthy. Relates to effective social functioning and spiritual health and the dispositions of optimism, openness, curiosity and resilience.

HEALTH AND PHYSICAL EDUCATION – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attitudes and values	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.						
Personal, social and community health							
Being healthy, safe and active	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none">• saying ‘no’• moving away• telling an adult• asking for help <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none">• dialling 000 in an emergency• reading basic safety signs• accessing a safety house or a trusted network• asking a trusted adult <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p>	<p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none">• procedure and practice for dialling 000 in an emergency• locating safety houses and trusted networks in the local community <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none">• personal hygiene practices• healthy eating• sufficient sleep• staying hydrated• regular physical activity	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none">• family• friends• school <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none">• the body• friendships• feelings <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none">• keeping calm• using appropriate non-verbal communication skills• seeking help <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none">• healthy eating• appropriate levels of physical activity	<p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none">• using self-talk• seeking help• thinking optimistically <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none">• positive self-talk• assertiveness• seeking help• sharing responsibilities <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none">• being alert and aware of unsafe situations• using assertive behaviour and language	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none">• physical• mental• emotional <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none">• internet-based information• community health organisations• publications and other media <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none">• comparing food labels on products• increased physical activity• practising sun safety	<p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none">• minimising and managing conflict• recognising and building self-esteem• selecting and managing relationships <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none">• refusing medicines, tobacco, alcohol or other drugs• improving the nutritional value in meals

HEALTH AND PHYSICAL EDUCATION – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being healthy, safe and active					<ul style="list-style-type: none"> • knowing who or where to go for help in the community <p>Strategies to ensure safety and wellbeing at home and at school, such as:</p> <ul style="list-style-type: none"> • following school rules • identifying and choosing healthier foods for themselves 		<ul style="list-style-type: none"> • increasing physical activity • being safe in an online environment
Communicating and interacting for health and wellbeing	<p>Personal and social skills to interact with others:</p> <ul style="list-style-type: none"> • expressing needs, wants and feelings • active listening • self-discipline <p>Emotional responses individuals may experience in different situations, such as feeling:</p> <ul style="list-style-type: none"> • happy • sad • excited • tired • angry • scared • confused <p>Appropriate language and actions to communicate feelings in different situations</p>	<p>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> • manners • positive language • praise <p>Positive ways to react to their own emotions in different situations, such as:</p> <ul style="list-style-type: none"> • walking away • seeking help • remaining calm <p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> • television • posters • radio 	<p>Strategies to include others in activities and games</p> <p>Ways to interpret the feelings of others in different situations, such as:</p> <ul style="list-style-type: none"> • words other people use • facial expressions • body language <p>Ways health messages are communicated in the media and how they can influence personal health choices, such as ‘slip, slop, slap’</p>	<p>Behaviours that show empathy and respect for others</p> <p>Circumstances that can influence the level of emotional response to situations</p> <p>Choices and behaviours conveyed in health information and messages</p>	<p>The positive influence of respect, empathy and the valuing of differences in relationships</p> <p>Strategies to identify and manage emotions before reacting</p> <p>Strategies to cope with adverse situations and the demands of others</p> <p>Ways in which health information and messages can influence health decisions and behaviours</p>	<p>Skills and strategies to establish and manage relationships over time, such as:</p> <ul style="list-style-type: none"> • exploring why relationships change • assessing the impact of changing relationships on health and wellbeing • building new friendships • dealing with bullying and harassment <p>Ways in which inappropriate emotional responses impact on relationships, such as:</p> <ul style="list-style-type: none"> • loss of trust • fear • loss of respect 	<p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> • in peer group • with friends • with family • during sporting or physical activities

HEALTH AND PHYSICAL EDUCATION – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contributing to healthy and active communities	<p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures <p>Safe active play in outdoor settings and the natural environment</p>	<p>Actions that support a safe classroom, such as:</p> <ul style="list-style-type: none"> • moving around safely • sharing appropriately • following class rules <p>Physical activities that can take place in natural and built settings in the local community</p>	<p>Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> • staying hydrated • being sun smart • following school rules 	<p>Ways to be active in natural environments</p>	<p>Ways in which regular physical activity in natural and built environments promotes health</p>	<p>Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • bicycle safety • sun safety 	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • creating social connections for better mental health • meeting physical activity recommendations

HEALTH AND PHYSICAL EDUCATION – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movement and physical activity							
Moving our body	<p>Body management skills:</p> <ul style="list-style-type: none"> static balance (one foot) line walk <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump (two foot) hop gallop <p>Object control skills:</p> <ul style="list-style-type: none"> kick off the ground catch <p>Fundamental movement skills in simple games with or without equipment</p>	<p>Body management skills:</p> <ul style="list-style-type: none"> side roll (pencil) <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump (one foot) dodge skip <p>Object control skills:</p> <ul style="list-style-type: none"> underarm throw ball bounce <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> kick catch bounce 	<p>Body management skills:</p> <ul style="list-style-type: none"> forward roll <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump for height <p>Object control skills:</p> <ul style="list-style-type: none"> overarm throw punt two-hand side strike <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> overarm throw kick <p>Simple games that use a combination of movement skills</p>	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump hop dodge <p>Ways to maintain a balanced position when performing locomotor and object control skills</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> gaining possession navigating an obstacle course 	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce forehand strike <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump dodge <p>Ways to maintain a balanced position when connecting movements</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> creating scoring opportunities problem solving to achieve an outcome 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none"> body awareness spatial awareness relationship to and with objects, people and space 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> use of appropriate skills spatial awareness relationship to and with objects, people and space

HEALTH AND PHYSICAL EDUCATION – PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding movement	<p>The ways in which regular physical activity keeps individuals healthy and well</p> <p>Ways to maintain a balanced position when walking, running, hopping and jumping</p>	<p>Physical changes to the body when exercising, such as:</p> <ul style="list-style-type: none"> • raised heart rate • increased breathing rate <p>Ways to maintain a balanced position while performing various skills, such as throwing or running</p>	<p>Positive responses to physical activity, such as a feeling of wellbeing</p> <p>Ways in which the body reacts during physical activity</p> <p>Ways to maintain a balanced position while performing various skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> • maintenance of a healthy weight • prevention of some diseases <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> • improved sleep • social contact <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:</p> <ul style="list-style-type: none"> • control of blood pressure • reduced risk of heart disease • reduced stress • improved concentration <p>Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> • control of weight and blood fats, such as cholesterol • improved concentration <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>
Learning through movement	<p>Cooperation with others when participating in physical activities, including partners, small groups and whole class</p> <p>Rules when participating in physical activities:</p> <ul style="list-style-type: none"> • use of boundaries • safe use of appropriate equipment • responding to a whistle and commands/ instructions 	<p>Strategies that will assist with involving everyone in games</p> <p>Cooperation skills in partner and group work during physical activity practices</p> <p>Alternative ways in which tasks can be performed when solving movement challenges</p> <p>Simple rules and fair play in partner, group activities and minor games</p>	<p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> • dealing with winning and losing • encouraging team-mates <p>Alternatives and their effectiveness when solving movement challenges, such as:</p> <ul style="list-style-type: none"> • gaining possession • scoring • changing positions • use of equipment <p>Importance of rules and fair play in partner, group activities and minor games</p>	<p>Cooperation skills to ensure everyone is included in all physical activities</p> <p>Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Cooperation skills and practices to ensure everyone is included in all physical activities</p> <p>Transfer of skills and knowledge to solve movement challenges</p> <p>Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Responsibilities of different roles in a range of physical activities, such as:</p> <ul style="list-style-type: none"> • player • coach • referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> • encouragement of others • negotiation and sharing roles and responsibilities • dealing with conflicts and disagreements <p>Solutions to movement challenges through the use of basic strategies and tactics</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>

HEALTH AND PHYSICAL EDUCATION – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Attitudes and values	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health, the acceptance of personal responsibility for their health and physical activity levels, respect for social justice principles and a commitment to personal achievement. The Health & Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.			
Personal, social and community health				
Being healthy, safe and active	<p>Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions</p> <p>Strategies to promote safety in online environments</p> <p>Management of emotional and social changes associated with puberty through the use of:</p> <ul style="list-style-type: none">• coping skills• communication skills• problem-solving skills and strategies <p>Help-seeking strategies that young people can use in a variety of situations</p> <p>Strategies to make informed choices to promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none">• researching nutritious meals that offer value for money• proposing alternatives to medicine• examining accessible physical activity options in the community	<p>The impact of physical changes on gender, cultural and sexual identities</p> <p>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>Strategies for managing the changing nature of peer and family relationships</p> <p>Communication techniques to persuade someone to seek help</p> <p>The reasons why young people choose to use or not use drugs</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:</p> <ul style="list-style-type: none">• assertive responses• stress management• refusal skills• contingency plans• online environments• making informed choices	<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none">• cultural beliefs and practices• family• societal norms• stereotypes and expectations• the media• body image <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none">• refusal skills• initiating contingency plans• expressing thoughts, opinions, beliefs• acting assertively <p>Actions and strategies to enhance health and wellbeing in a range of environments, such as:</p> <ul style="list-style-type: none">• the use of complementary health practices to support and promote good health• responding to emergency situations• identifying and managing risky situations• safe blood practices <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none">• sexuality• alcohol and other drug use• risk taking	<p>The impact of societal and cultural influences on personal identity and health behaviour, such as:</p> <ul style="list-style-type: none">• how diversity and gender are represented in the media• differing cultural beliefs and practices surrounding transition to adulthood <p>Skills and strategies to manage situations where risk is encouraged by others</p> <p>Analysis of images and messages in the media related to:</p> <ul style="list-style-type: none">• alcohol and other drugs• body image• fast food• road safety• relationships <p>External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others’ health and wellbeing</p>

HEALTH AND PHYSICAL EDUCATION – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Communicating and interacting for health and wellbeing	<p>The impact of relationships on own and others' wellbeing:</p> <ul style="list-style-type: none"> the benefits of relationships the influence of peers and family applying online and social protocols to enhance relationships 	<p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others</p> <p>Personal, social and cultural factors influencing emotional responses and behaviour, such as:</p> <ul style="list-style-type: none"> prior experience norms and expectations personal beliefs and attitudes <p>Sources of health information that can support people who are going through a challenging time</p>	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship respect for personal differences and opinions empathy <p>Strategies for managing emotional responses and resolving conflict in a family, social or online environment</p> <p>Skills to determine appropriateness and reliability of online health information</p>	<p>Skills and strategies to promote respectful relationships, such as:</p> <ul style="list-style-type: none"> appropriate emotional responses in a variety of situations taking action if a relationship is not respectful appropriate bystander behaviour in physical and online interactions <p>Effects of emotional responses on relationships, such as:</p> <ul style="list-style-type: none"> extreme emotions impacting on situations or relationships the consequences of not recognising emotions of others <p>Critical health literacy skills and strategies:</p> <ul style="list-style-type: none"> evaluating health services in the community examining policies and processes for ensuring safer behaviours
Contributing to healthy and active communities	<p>Preventive health practices for young people to avoid and manage risk, such as:</p> <ul style="list-style-type: none"> sun-protective behaviours adoption of the Australian Dietary Guidelines for healthy food choices and serving sizes <p>Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings</p>	<p>Health promotion activities which target relevant health issues for young people and ways to prevent them</p> <p>Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:</p> <ul style="list-style-type: none"> respecting diversity exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community challenging racism, homophobia, sexism and disability discrimination researching how stereotypes and prejudices have been challenged in various contexts 	<p>The implications of attitudes and behaviours on individuals and the community, such as:</p> <ul style="list-style-type: none"> prejudice marginalisation homophobia discrimination 	<p>Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community</p> <p>Social, economic and environmental factors that influence health, such as:</p> <ul style="list-style-type: none"> level of education income/employment social networks and supports (family, friends and community attachment) housing access to services

HEALTH AND PHYSICAL EDUCATION – YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Movement and physical activity				
Moving our body	<p>Movement skills and sequences within different physical activity contexts and settings</p> <p>Strategic skills and tactical skills used to create, use and defend space</p> <p>Defensive skills used to gain control and retain possession</p>	<p>Movement skills and sequences within different physical activity contexts with a focus on:</p> <ul style="list-style-type: none"> increased accuracy and efficiency in skill performance control of balance and stability <p>Strategic skills and tactical skills used to create, use and defend space, such as altering body positions and applying specific tactics</p> <p>Defensive skills used to achieve and retain possession</p> <p>Selection of, and transfer of, tactics between movement contexts and settings</p>	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased speed and accuracy increased complexity <p>Tactical skills used to create, use and defend space, such as selection of positions</p> <p>Selection and adaption of responses to the outcome of previous performances</p>	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased complexity transference of learned skills to new activities <p>Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances</p>
Understanding movement	<p>Ways in which physical activities improve elements of health and fitness:</p> <ul style="list-style-type: none"> increased flexibility increased strength improved balance increased endurance increased power lowered heart rate lowered cholesterol improved body composition by lowering percentage of body fat 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> heart rate breathing/respiration <p>Description of movement using basic terms referring to:</p> <ul style="list-style-type: none"> linear motion angular motion general motion 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> flexibility strength balance endurance <p>Description of movement using basic kinematic and kinetic terms, such as:</p> <ul style="list-style-type: none"> projectile motion summation of forces 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> hydration perceived exertion rating <p>Biomechanical concepts:</p> <ul style="list-style-type: none"> acceleration absorption of force by the body <p>Analysis of impact of changes to effort, space and time on performance and quality of outcomes</p>
Learning through movement	<p>Communication skills that support and enhance team cohesion, such as body language and listening skills</p> <p>Ethical behaviour and fair play when participating in physical activities</p>	<p>Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants</p> <p>Selection and justification of responses selected to solve movement challenges</p>	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Transfer of skills and tactics between physical activities</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p>	<p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> motivation team-work leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>

PRE-PRIMARY HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Pre-primary, the content provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students focus on becoming aware of their strengths and the simple actions they can take to keep safe and healthy. Opportunities are provided for students to better understand their own feelings and explore the ways they can communicate their feelings to others. Students are provided with opportunities to develop personal and social skills necessary to effectively interact with others and build relationships.

Students are encouraged to explore a range of environments through active play and structured movement activities. They focus on the introduction and development of basic fundamental movement skills across a range of settings to improve their competence and confidence in their movement abilities. They are provided with opportunities to work collaboratively, follow rules and problem solve through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Personal strengths of individuals (ACPPS001)
L, CCT, PSC
- The different parts of the body and where they are located (ACPPS002)
L, CCT, PSC
- Protective behaviours to keep safe and healthy:
 - saying 'no'
 - moving away
 - telling an adult
 - asking for help(ACPPS003)
CCT, PSC
- Trusted people in the community who can help individuals feel safe (ACPPS003)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- Personal and social skills to interact with others:
 - expressing needs, wants and feelings
 - active listening
 - self-discipline(ACPPS004)
L, PSC
- Emotional responses individuals may experience in different situations, such as feeling:
 - happy
 - sad
 - excited
 - tired
 - angry
 - scared
 - confused(ACCPS005)
L, CCT, PSC
- Appropriate language and actions to communicate feelings in different situations (ACCPS005)
L, CCT, PSC

Movement and physical activity

Moving our body

- Body management skills:
 - static balance (one foot)
 - line walk(ACPMP008)
N, PSC
- Locomotor skills:
 - run
 - jump (two foot)
 - hop
 - gallop(ACPMP008)
N, PSC
- Object control skills:
 - kick off the ground
 - catch(ACPMP008)
N, PSC
- Fundamental movement skills in simple games with or without equipment (ACPMP009)
PSC

Understanding movement

- The ways in which regular physical activity keeps individuals healthy and well (ACPMP010)
L, CCT, PSC
- Ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP011)
L, N, CCT, PSC

Learning through movement

- Cooperation with others when participating in physical activities, including partners, small groups and whole class (ACPMP012)
CCT, PSC
- Rules when participating in physical activities:
 - use of boundaries
 - safe use of appropriate equipment
 - responding to a whistle and commands/instructions(ACPMP014)
PSC

Contributing to healthy and active communities

- Actions that promote health, safety and wellbeing, such as:
 - eating healthy food
 - practising appropriate personal hygiene routines
 - identifying household substances that can be dangerous
 - following safety symbols and procedures(ACPPS006)
CCT, PSC
- Safe active play in outdoor settings and the natural environment (ACPPS007)
CCT, PSC

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify unsafe situations and ways they can be healthy and safe, such as identifying trusted people in their community. Students identify simple actions that promote health, safety and wellbeing in familiar contexts and state why they are important.

Students identify different emotions that people experience in response to certain situations and use appropriate language and actions to communicate their own feelings.

Physical Education

At Standard, students perform fundamental movement skills, including body management, locomotor and object control skills.

Students identify ways that being active can make them healthy and well. They cooperate with other members of the group in structured movement activities and follow simple rules, such as staying between set boundaries and responding to commands.

YEAR 1 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 1, the content builds on the learning from Pre-primary and supports students to better understand their personal identities and how these change over time. Students learn about physical changes to the body as they grow and why it is important to eat a healthy diet and participate in regular physical activity. They develop strategies to keep healthy and safe, and skills to enhance their interactions with others. Opportunities are given to explore health messages in the media and how they influence choices and behaviours.

Students focus on continuing to develop fundamental movement skills to use space more effectively and explore ways to select, transfer and apply simple movement skills. They learn about changes to the body when exercising, and work cooperatively to learn new skills and solve movement challenges through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Personal strengths and how these change over time (ACPPS015)
L, CCT, PSC
- The strengths of others and how they contribute to positive outcomes, such as games and physical activities (ACPPS015)
L, CCT, PSC
- Ways in which the body changes as individuals grow older (ACPPS016)
L, CCT, PSC
- Strategies to use when help is needed, such as:
 - dialling 000 in an emergency
 - reading basic safety signs
 - accessing a safety house or a trusted network
 - asking a trusted adult(ACPPS017)
L, CCT, PSC
- The benefits of healthy eating and regular physical activity on health and wellbeing (ACPPS018)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- Appreciation and encouragement of the behaviour of others through the use of:
 - manners
 - positive language
 - praise(ACPPS019)
L, CCT, PSC
- Positive ways to react to their own emotions in different situations, such as:
 - walking away
 - seeking help
 - remaining calm(ACPPS020)
L, CCT, PSC, EU

Movement and physical activity

Moving our body

- Body management skills:
 - side roll (pencil)(ACPMP025)
PSC
- Locomotor skills:
 - jump (one foot)
 - dodge
 - skip(ACPMP025)
PSC
- Object control skills:
 - underarm throw
 - ball bounce(ACPMP025)
PSC
- Fundamental movement skills involving the control of objects in simple games:
 - kick
 - catch
 - bounce(ACPMP027)
L, N, CCT, PSC

Understanding movement

- Physical changes to the body when exercising, such as:
 - raised heart rate
 - increased breathing rate(ACPMP028)
L, PSC
- Ways to maintain a balanced position while performing various skills, such as throwing or running (ACPMP029)
- N, PSC

Learning through movement

- Strategies that will assist with involving everyone in games (ACPMP030)
L, PSC
- Cooperation skills in partner and group work during physical activity practices (ACPMP030)
L, PSC
- Simple rules and fair play in partner, group activities and minor games (ACPMP032)

- Ways health messages are communicated on:
 - television
 - posters
 - radio
 (ACPPS021)
 L, CCT, PSC
- Alternative ways in which tasks can be performed when solving movement challenges (ACPMP031)
 L, CCT, PSC

Contributing to healthy and active communities

- Actions that support a safe classroom, such as:
 - moving around safely
 - sharing appropriately
 - following class rules
 (ACPPS022)
 L, CCT, PSC
- Physical activities that can take place in natural and built settings in the local community (ACPPS023)
 L, CCT

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify what constitutes an emergency or unsafe situation and apply a range of appropriate strategies to access help, in order to keep healthy and safe.

While interacting with others, students provide a suitable response to encourage positive behaviour which could include using manners, positive language or praise.

Physical Education

At Standard, students perform a number of fundamental movement skills, including body management, locomotor and object control skills. They apply these skills when they participate in simple games or physical activities.

Students provide a simple description of the physical changes to their body when they are physically active. They follow rules, participate cooperatively and demonstrate fair play in simple games and physical activities.

YEAR 2 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 2, the content supports students to make decisions that enhance and promote personal health and wellbeing. Students focus on becoming more aware of their personal identity and how their social interactions and relationships change over time. They explore a variety of strategies and behaviours to keep safe and healthy. Students further develop social skills, becoming aware of the feelings of others in different situations and demonstrating positive ways to respond, such as including peers in activities. Opportunities are provided to further explore health messages in the media and the ways they influence a healthy, active lifestyle.

Students broaden the range and complexity of fundamental movement skills practised, and gain confidence in applying skills in game situations. Through active participation, they continue to explore changes to the body during exercise, and develop personal and social skills to cooperate with, and include, others in physical activities. They are provided with opportunities to work collaboratively, and develop skills to make positive choices and play fairly with others in physical activity challenges.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Personal strengths and achievements and how they contribute to personal identities (ACPPS015)
L, CCT, PSC
- Changes in relationships and responsibilities as individuals grow older (ACPPS016)
L, CCT, PSC
- Strategies to use when help is needed:
 - procedure and practice for dialling 000 in an emergency
 - locating safety houses and trusted networks in the local community (ACPPS017)
L, CCT, PSC
- Strategies and behaviours that promote health and wellbeing:
 - personal hygiene practices
 - healthy eating
 - sufficient sleep
 - staying hydrated
 - regular physical activity (ACPPS018)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- Strategies to include others in activities and games (ACPPS019)
L, CCT, PSC
- Ways to interpret the feelings of others in different situations, such as:
 - words other people use
 - facial expressions
 - body language (ACPPS020)
L, CCT, PSC
- Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)
L, CCT, PSC

Movement and physical activity

Moving our body

- Body management skills:
 - forward roll (ACPMP025)
PSC
- Locomotor skills:
 - jump for height (ACPMP025)
PSC
- Object control skills:
 - overarm throw
 - punt
 - two-hand side strike (ACPMP025)
PSC
- Fundamental movement skills involving the control of objects in simple games:
 - overarm throw
 - kick (ACPMP027)
L, N, CCT, PSC
- Simple games that use a combination of movement skills (ACPMP027)
L, N, CCT, PSC

Understanding movement

- Positive responses to physical activity, such as a feeling of wellbeing (ACPMP028)
L, PSC
- Ways in which the body reacts during physical activity (ACPMP028)
L, PSC
- Ways to maintain a balanced position while performing various skills (ACPMP029)
N, PSC

Learning through movement

- Positive choices when participating in group activities, such as:
 - dealing with winning and losing
 - encouraging team-mates (ACPMP030)
L, CCT, PSC

Contributing to healthy and active communities

- Actions that keep people safe and healthy in and outside the classroom, such as:
 - staying hydrated
 - being sun smart
 - following school rules(ACPPS022)
L, CCT, PSC

- Alternatives and their effectiveness when solving movement challenges, such as:
 - gaining possession
 - scoring
 - changing positions
 - use of equipment(ACPMP031)
L, PSC
- Importance of rules and fair play in partner, group activities and minor games (ACPMP032)
L, CCT, PSC

ACHIEVEMENT STANDARD

Health Education

At Standard, students list appropriate strategies and behaviours, and outline how they promote health, safety and wellbeing related to personal health practices, such as drinking enough water and getting sufficient sleep each night.

Students interpret the feelings of others and provide a suitable strategy to respond to them, such as including classmates in activities or games.

Physical Education

At Standard, students perform a number of fundamental movement skills, including body management, locomotor and object control skills. They apply a combination of these skills when they participate in simple games or physical activities.

Students describe ways their body reacts and the positive feelings they have when participating in physical activity. They demonstrate positive ways to interact with others in games and describe why rules and fair play are important.

YEAR 3 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 3, the content further develops students' knowledge, understanding and skills in relation to their health, wellbeing and safety. Opportunities are provided for students to explore and strengthen their personal identity and broaden their understanding of physical, social and emotional changes as they grow older. Students practise skills and strategies to promote positive relationships, and interpret the accuracy of health information communicated in the media and online environments.

Students continue to build on previous learning and develop greater proficiency across the range of fundamental movement skills. They combine skills to create cohesive movement patterns and sequences, and develop strategies that support them to achieve physical activity goals. Students are introduced to the benefits of regular physical activity and the impact on health and wellbeing. They also focus on developing personal and social skills, such as cooperation, which support inclusive practices.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Factors that strengthen personal identities, such as the influence of:
 - family
 - friends
 - school(ACPPS033)
L, CCT, PSC
- Physical, social and emotional changes that occur as individuals grow older, such as changes to:
 - the body
 - friendships
 - feelings(ACPPS034)
L, CCT, PSC
- Assertive behaviours and communication skills to respond to unsafe situations, such as:
 - keeping calm
 - using appropriate non-verbal communication skills
 - seeking help(ACPPS035)
L, CCT, PSC
- Actions in daily routines that promote health, safety and wellbeing:
 - healthy eating
 - appropriate levels of physical activity(ACPPS036)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- Behaviours that show empathy and respect for others (ACPPS037)
L, CCT, PSC, EU, IU
- Circumstances that can influence the level of emotional response to situations (ACPPS038)
CCT, PSC
- Choices and behaviours conveyed in health information and messages (ACPPS039)
L, ICT, CCT, PSC

Movement and physical activity

Moving our body

- Fundamental movement skills:
 - kick
 - catch
 - underarm throw
 - overarm throw
 - bounce(ACPMP043)
CCT
- Combination of locomotor and object control skills in minor games (ACPMP043; ACPMP044)
CCT
- Locomotor skills:
 - run
 - jump
 - hop
 - dodge(ACPMP043)
CCT
- Ways to maintain a balanced position when performing locomotor and object control skills (ACPMP045)
L, N, CCT, PSC
- Movement skills and tactics to achieve an outcome:
 - gaining possession
 - navigating an obstacle course(ACPMP045)
CCT

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing:
 - maintenance of a healthy weight
 - prevention of some diseases(ACPMP046)
L, CCT
- Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047)
CCT

Learning through movement

- Cooperation skills to ensure everyone is included in all physical activities (ACPMP048)
CCT, PSC

Contributing to healthy and active communities

- Ways to be active in natural environments (ACPPS041)
CCT, PSC

- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050)
L, PSC, EU

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing.

Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

At Standard, students perform a variety of fundamental movement skills, including locomotor and object control skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome.

Students describe the benefits of regular physical activity and fitness to health and wellbeing, including maintenance of a healthy weight and prevention of some diseases. In physical activities and minor games, they apply strategies for working cooperatively, and follow basic rules to ensure activities are safe and fair.



YEAR 4 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 4, the content provides opportunities for students to focus on personal, social and emotional factors that contribute to becoming persistent and resilient. Students learn about specific strategies to promote personal, social and emotional health and wellbeing, and positive relationships. They develop ways to foster respect and empathy.

Students focus on developing greater proficiency of movement across a range of skills and apply these with confidence and competence to a variety of physical activities. They continue to combine skills to create movement patterns and apply strategies to achieve successful outcomes, or solve movement challenges. They broaden their knowledge of the benefits of regular physical activity in relation to health and wellbeing. Students are taught to include others in all activities and how to recognise the consequences of personal and team actions, responding appropriately to ensure fair participation for all.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Use of persistence and resilience as tools to respond positively to challenges and failure, such as:
 - using self-talk
 - seeking help
 - thinking optimistically(ACPPS033)
L, CCT, PSC
- Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:
 - positive self-talk
 - assertiveness
 - seeking help
 - sharing responsibilities(ACPPS034)
L, CCT, PSC
- Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:
 - being alert and aware of unsafe situations
 - using assertive behaviour and language
 - knowing who or where to go for help in the community(ACPPS035)
L, CCT, PSC
- Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves(ACPPS036; ACPPS040)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037)
L, CCT, PSC, EU, IU
- Strategies to identify and manage emotions before reacting (ACPPS038)
L, CCT, PSC

Movement and physical activity

Moving our body

- Fundamental movement skills:
 - kick
 - catch
 - underarm throw
 - overarm throw
 - bounce
 - forehand strike(ACPMP043)
PSC
- Combination of locomotor and object control skills in minor games (ACPMP043; ACPMP044)
PSC
- Locomotor skills:
 - run
 - jump
 - dodge(ACPMP043)
PSC
- Ways to maintain a balanced position when connecting movements (ACPMP045)
L, N, CCT, PSC
- Movement skills and tactics to achieve an outcome:
 - creating scoring opportunities
 - problem solving to achieve an outcome(ACPMP045)
L, N, CCT, PSC

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing:
 - improved sleep
 - social contact(ACPMP046)
L, CCT
- Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047)
N, PSC

Learning through movement

- Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048)
L, CCT, PSC

- Strategies to cope with adverse situations and the demands of others (ACPPS038)
L, CCT, PSC
- Ways in which health information and messages can influence health decisions and behaviours (ACPPS039)
L, ICT, CCT, PSC
- Transfer of skills and knowledge to solve movement challenges (ACPMPO49)
L, CCT, PSC
- Basic rules and scoring systems to keep physical activities safe and fair (ACPMPO50)
L, PSC, EU

Contributing to healthy and active communities

- Ways in which regular physical activity in natural and built environments promotes health (ACPPS041)
CCT, PSC

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They know where to go or who to speak with to get help in a variety of different environments, including at home and at school.

Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.

Physical Education

At Standard, students perform a variety of fundamental movement skills, including locomotor and object control skills, and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously learned skills.

Students describe the benefits of participating in regular physical activity, including improved sleep and social contact. In physical activities and minor games, they apply strategies for working cooperatively and follow basic rules to ensure safety and fairness for all.

YEAR 5 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 5, the content provides students with the opportunity to focus on the influence of emotional responses on relationships and to develop skills and strategies to manage changing relationships occurring at key transition points in their lives. They learn about ways they can take action to promote safe and healthy lifestyle practices in a range of contexts. They also focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.

Students develop and refine greater proficiency across a range of specialised movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals.

Students examine the different roles and responsibilities associated with physical activity participation, and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Ways that individuals and groups adapt to different contexts and situations (ACPPS051)
L, CCT, PSC, IU
- Changes associated with puberty which vary with individuals:
 - physical
 - mental
 - emotional(ACPPS052)
L, CCT, PSC
- Reliable sources of information that inform health, safety and wellbeing, such as:
 - internet-based information
 - community health organisations
 - publications and other media(ACPPS053; ACPPS057)
L, CCT
- Strategies that promote a safe, healthy lifestyle, such as:
 - comparing food labels on products
 - increased physical activity
 - practising sun safety(ACPPS054)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- Skills and strategies to establish and manage relationships over time, such as:
 - exploring why relationships change
 - assessing the impact of changing relationships on health and wellbeing
 - building new friendships
 - dealing with bullying and harassment(ACPPS055)
L, CCT, PSC, EU
- Ways in which inappropriate emotional responses impact on relationships, such as:
 - loss of trust
 - fear
 - loss of respect(ACPPS056)
L, CCT, PSC, EU

Movement and physical activity

Moving our body

- Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061; ACPMP065)
L, N, CCT, PSC
- Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting (ACPMP061; ACPMP065)
L, N, CCT, PSC
- Basic strategies and tactics to successfully achieve a movement outcome or goal:
 - body awareness
 - spatial awareness
 - relationship to and with objects, people and space (ACPMP063)
L, N, CCT, PSC

Understanding movement

- Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:
 - control of blood pressure
 - reduced risk of heart disease
 - reduced stress
 - improved concentration(ACPMP064)
L, CCT, PSC
- Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065)
N, PSC

Learning through movement

- Responsibilities of different roles in a range of physical activities, such as:
 - player
 - coach
 - referee/umpire(ACPMP067)
L, CCT, PSC, EU
- Ethical behaviour in applying rules in all game situations (ACPMP069)
L, CCT, PSC, EU

Contributing to healthy and active communities

- Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:
 - bicycle safety
 - sun safety(ACPPS058)
L, CCT, PSC

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature.

They identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time.

Physical Education

At Standard, students perform a variety of refined fundamental movement skills. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome.

Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They identify the effects on movement skills when effort, space, time, objects and people are manipulated. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player, coach or referee/umpire.

YEAR 6 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 6, the content provides students with the opportunity to refine and further develop skills and strategies to promote a healthy lifestyle including those that focus on minimising and managing conflict and building self-esteem to support healthy relationships. Students are provided with opportunities to develop skills in accessing reliable and up-to-date information, and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of specialised skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts.

Students develop and refine interpersonal skills that support them to adopt different roles and responsibilities and perform these with competence and confidence. They are encouraged to further develop leadership roles in team situations, with a focus on sound ethical conduct and the application of a broad knowledge of sport-specific rules.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Ways that personal identities change over time (ACPPS051)
L, CCT, PSC, IU
- Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:
 - minimising and managing conflict
 - recognising and building self-esteem
 - selecting and managing relationships(ACPPS052)
L, CCT, PSC
- Criteria that can be applied to sources of information to assess their credibility (ACPPS053)
L, ICT, CCT
- Strategies that promote a healthy lifestyle, such as:
 - refusing medicines, tobacco, alcohol or other drugs
 - improving the nutritional value in meals
 - increasing physical activity
 - being safe in an online environment(ACPPS054)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- Skills to establish and manage positive relationships, such as:
 - showing respect and empathy
 - being cooperative
 - actively listening
 - being trustworthy
 - accepting differences(ACPPS055)
PSC
- Situations in which emotions can influence decision-making:
 - in peer group
 - with friends
 - with family
 - during sporting or physical activities(ACPPS056)
L, CCT, PSC, EU

Movement and physical activity

Moving our body

- Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061; ACPMP065)
L, N, CCT, PSC
- Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer (ACPMP061; ACPMP065)
L, N, CCT, PSC
- Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:
 - use of appropriate skills
 - spatial awareness
 - relationship to and with objects, people and space(ACPMP063)
L, N, CCT, PSC

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing:
 - control of weight and blood fats, such as cholesterol
 - improved concentration(ACPMP064)
L, CCT, PSC
- Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065)
N, PSC

Learning through movement

- Interpersonal skills in physical activities, such as:
 - encouragement of others
 - negotiation and sharing roles and responsibilities
 - dealing with conflicts and disagreements(ACPMP067)
PSC, EU
- Solutions to movement challenges through the use of basic strategies and tactics (ACPMP068)
L, CCT, PSC

Contributing to healthy and active communities

- Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
 - creating social connections for better mental health
 - meeting physical activity recommendations (ACPPS058)
L, CCT, PSC
- Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest (ACPMP069)
L, CCT, PSC, EU

ACHIEVEMENT STANDARD

Health Education

At Standard, students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information.

Students describe skills and strategies to establish and manage positive relationships, such as using active listening and accepting differences. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

At Standard, students perform a variety of refined fundamental movement skills and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome.

Students explain the benefits of regular physical activity and fitness to health and wellbeing. They provide a simple explanation of the effects of manipulating effort, space, time, objects and people on performance. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.

YEAR 7 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 7, the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)
L, CCT, PSC
- Strategies to promote safety in online environments (ACPPS070)
L, ICT, CCT, PSC
- Management of emotional and social changes associated with puberty through the use of:
 - coping skills
 - communication skills
 - problem-solving skills and strategies (ACPPS071)
L, CCT, PSC
- Help-seeking strategies that young people can use in a variety of situations (ACPPS072)
L, CCT, PSC
- Strategies to make informed choices to promote health, safety and wellbeing, such as:
 - researching nutritious meals that offer value for money
 - proposing alternatives to medicine
 - examining accessible physical activity options in the community (ACPPS073)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- The impact of relationships on own and others' wellbeing:
 - the benefits of relationships
 - the influence of peers and family
 - applying online and social protocols to enhance relationships (ACPPS074)
L, CCT, PSC

Movement and physical activity

Moving our body

- Movement skills and sequences within different physical activity contexts and settings (ACPMP080)
L, CCT, PSC
- Strategic skills and tactical skills used to create, use and defend space (ACPMP081)
N, CCT, PSC
- Defensive skills used to gain control and retain possession (ACPMP081)
N, CCT, PSC

Understanding movement

- Ways in which physical activities improve elements of health and fitness:
 - increased flexibility
 - increased strength
 - improved balance
 - increased endurance
 - increased power
 - lowered heart rate
 - lowered cholesterol
 - improved body composition by lowering percentage of body fat (ACPMP083)
L, CCT, PSC

Learning through movement

- Communication skills that support and enhance team cohesion, such as body language and listening skills (ACPMP088)
L, CCT, PSC, EU
- Ethical behaviour and fair play when participating in physical activities (ACPMP088)
L, CCT, PSC, EU

Contributing to healthy and active communities

- Preventive health practices for young people to avoid and manage risk, such as:
 - sun-protective behaviours
 - adoption of the *Australian Dietary Guidelines* for healthy food choices and serving sizes(ACPPS077)
L, CCT, PSC
- Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (ACPPS078)
L, CCT, PSC

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy.

Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

Physical Education

At Standard, students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple tactics in order to achieve the intended outcome in competitive contexts.

Students describe how physical activity can improve elements of health and fitness. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and communicate to assist team cohesion and the achievement of an intended outcome.

YEAR 8 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- The impact of physical changes on gender, cultural and sexual identities (ACPPS070)
L, CCT, PSC, IU
- Ways in which changing feelings and attractions form part of developing sexual identities (ACPPS070)
L, CCT, PSC
- Strategies for managing the changing nature of peer and family relationships (ACPPS071)
L, CCT, PSC
- Communication techniques to persuade someone to seek help (ACPPS072)
L, CCT, PSC
- The reasons why young people choose to use or not use drugs (ACPPS073)
L, CCT, PSC
- Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:
 - assertive responses
 - stress management
 - refusal skills
 - contingency plans
 - online environments
 - making informed choices(ACPPS073)
L, CCT, PSC

Communicating and interacting for health and wellbeing

- The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)
L, ICT, CCT, PSC, EU
- Personal, social and cultural factors influencing emotional responses and behaviour, such as:
 - prior experience
 - norms and expectations
 - personal beliefs and attitudes(ACPPS075)
L, CCT, PSC, EU, IU

Movement and physical activity

Moving our body

- Movement skills and sequences within different physical activity contexts with a focus on:
 - increased accuracy and efficiency in skill performance
 - control of balance and stability(ACPMP080)
L, CCT, PSC
- Strategic skills and tactical skills used to create, use and defend space, such as altering body positions and applying specific tactics (ACPMP081)
N, CCT, PSC
- Defensive skills used to achieve and retain possession (ACPMP081)
N, CCT, PSC
- Selection of, and transfer of, tactics between movement contexts and settings (ACPMP082)
L, N, CCT, PSC

Understanding movement

- Measurement of the body's response to physical activity:
 - heart rate
 - breathing/respiration(ACPMP083)
L, N, CCT, PSC
- Description of movement using basic terms referring to:
 - linear motion
 - angular motion
 - general motion(ACPMP084)
L, N, CCT, PSC

Learning through movement

- Selection and justification of responses selected to solve movement challenges (ACPMP087)
L, CCT, PSC
- Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants (ACPMP088)
L, CCT, PSC, EU

- Sources of health information that can support people who are going through a challenging time
(ACPPS076)
L, CCT, PSC

Contributing to healthy and active communities

- Health promotion activities which target relevant health issues for young people and ways to prevent them (ACPPS077)
L, CCT, PSC
- Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:
 - respecting diversity
 - exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community
 - challenging racism, homophobia, sexism and disability discrimination
 - researching how stereotypes and prejudices have been challenged in various contexts
 (ACPPS078; ACPPS079)
L, CCT, PSC, EU, IU

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.

Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

Physical Education

At Standard, students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they implement a variety of tactics to achieve an intended outcome.

Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

YEAR 9 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, Social and Community Health

Being healthy, safe and active

- Factors that shape identities and adolescent health behaviours, such as the impact of:
 - cultural beliefs and practices
 - family
 - societal norms
 - stereotypes and expectations
 - the media
 - body image(ACPPS089)
L, CCT, PSC, EU, IU
- Skills to deal with challenging or unsafe situations:
 - refusal skills
 - initiating contingency plans
 - expressing thoughts, opinions, beliefs
 - acting assertively(ACPPS090)
L, CCT, PSC, EU
- Actions and strategies to enhance health and wellbeing in a range of environments, such as:
 - the use of complementary health practices to support and promote good health
 - responding to emergency situations
 - identifying and managing risky situations
 - safe blood practices(ACPPS091)
L, CCT, PSC
- Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:
 - sexuality
 - alcohol and other drug use
 - risk taking(ACPPS092)
L, CCT, PSC, EU

Communicating and interacting for health and wellbeing

- Characteristics of respectful relationships:
 - respecting the rights and responsibilities of individuals in the relationship
 - respect for personal differences and opinions
 - empathy(ACPPS093)
L, CCT, PSC, EU, IU

Movement and Physical Activity

Moving our body

- Movement skills and sequences within different physical activity contexts reflecting:
 - increased speed and accuracy
 - increased complexity(ACPMP099; ACPMP100)
L, N, CCT, PSC
- Tactical skills used to create, use and defend space, such as selection of positions (ACPMP101)
L, N, CCT, PSC
- Selection and adaption of responses to the outcome of previous performances (ACPMP101)
L, N, CCT, PSC

Understanding movement

- Measurement of the body's response to physical activity:
 - flexibility
 - strength
 - balance
 - endurance(ACPMP102)
L, N, CCT, PSC
- Description of movement using basic kinematic and kinetic terms, such as:
 - projectile motion
 - summation of forces(ACPMP103)
L, N, CCT, PSC

Learning through movement

- Skills and strategies for effective leadership, including teamwork and motivation (ACPMP105)
L, CCT, PSC
- Transfer of skills and tactics between physical activities (ACPMP106)
L, CCT, PSC
- Characteristics of fair play and application of fair and ethical behaviour in physical activity (ACPMP107)
L, CCT, PSC, EU

- Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094)
L, ICT, CCT, PSC, EU
- Skills to determine appropriateness and reliability of online health information (ACPPS095)
L, ICT, CCT, PSC

Contributing to healthy and active communities

- The implications of attitudes and behaviours on individuals and the community, such as:
 - prejudice
 - marginalisation
 - homophobia
 - discrimination
 (ACPPS098)
L, CCT, PSC, EU, IU

ACHIEVEMENT STANDARD

Health Education

At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context.

Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Physical Education

At Standard, students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed, control and improved accuracy. They implement tactics and adapt them in response to previous performances.

Students describe projectile motion; summation of forces; and ways to measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate ways to build motivation and encourage teamwork.

YEAR 10 HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR LEVEL DESCRIPTION

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

Personal, social and community health

Being healthy, safe and active

- The impact of societal and cultural influences on personal identity and health behaviour, such as:
 - how diversity and gender are represented in the media
 - differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089)
L, CCT, PSC, IU
- Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)
L, CCT, PSC
- Analysis of images and messages in the media related to:
 - alcohol and other drugs
 - body image
 - fast food
 - road safety
 - relationships (ACPPS092)
L, ICT, CCT, PSC, EU
- External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092)
L, CCT, PSC, EU

Communicating and interacting for health and wellbeing

- Skills and strategies to promote respectful relationships, such as:
 - appropriate emotional responses in a variety of situations
 - taking action if a relationship is not respectful
 - appropriate bystander behaviour in physical and online interactions (ACPPS093)
L, ICT, CCT, PSC, EU, IU

Movement and physical activity

Moving our body

- Movement skills and sequences within different physical activity contexts reflecting:
 - increased complexity
 - transference of learned skills to new activities (ACPMP099)
L, N, CCT, PSC
- Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances (ACPMP101)
L, N, CCT, PSC

Understanding movement

- Measurement of the body's response to physical activity:
 - hydration
 - perceived exertion rating (ACPMP102)
L, N, ICT, CCT, PSC
- Biomechanical concepts:
 - acceleration
 - absorption of force by the body (ACPMP103)
L, N, CCT, PSC
- Analysis of impact of changes to effort, space and time on performance and quality of outcome (ACPMP103)
L, N, ICT, CCT, PSC

Learning through movement

- Skills and strategies to improve team performance, such as:
 - motivation
 - team-work
 - leadership (ACPMP106)
L, CCT, PSC
- Management of participation and rules during physical activities (ACPMP107)
L, CCT, PSC, EU
- Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities (ACPMP107)
L, CCT, PSC, EU

- Effects of emotional responses on relationships, such as:
 - extreme emotions impacting on situations or relationships
 - the consequences of not recognising emotions of others
 (ACPPS094)
 L, CCT, PSC, EU
- Critical health literacy skills and strategies:
 - evaluating health services in the community
 - examining policies and processes for ensuring safer behaviours
 (ACPPS095)
 L, CCT, PSC

Contributing to healthy and active communities

- Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community
 (ACPPS096; ACPPS097)
 L, CCT, PSC
- Social, economic and environmental factors that influence health, such as:
 - level of education
 - income/employment
 - social networks and supports (family, friends and community attachment)
 - housing
 - access to services
 (ACPPS098)
 L, CCT, PSC, EU, IU

ACHIEVEMENT STANDARD

Health Education

At Standard, students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They analyse media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing.

Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.

Physical Education

At Standard, students select, use and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context, based on the outcome of previous performances. They apply appropriate technique while performing skills that increase in complexity.

Students describe acceleration and force absorption in relation to physical activity and improving performance. They describe ways to measure hydration and perceived exertion in response to physical activity. Students demonstrate ethical behaviour in competitive contexts and apply skills and strategies to improve team performance.