The Australian Curriculum
Health and Physical Education
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Rationale and Aims

Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. The Australian Curriculum: Health and Physical Education (F–10) is informed by these sciences and 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 strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and 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. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns 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.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Given these aspirations, the Australian Curriculum: Health and Physical Education has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum:

Focus on educative purposes

The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning Health and Physical Education and how students will make meaning of and apply them in contemporary health and movement contexts.

Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area.

Take a strengths-based approach
The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others’ health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

Value movement

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Health and Physical Education promotes an appreciation of how movement in all its forms is central to daily life — from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance.

The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

Develop health literacy

Health literacy can be understood as an individual’s ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

- **functional dimension** — researching and applying information relating to knowledge and services in order to respond to a health-related question
- **interactive dimension** — requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- **critical dimension** — the ability to selectively access and critically analyse health information from a variety of sources (which might include scientific information, health brochures or messages in the media) in order to take action to promote personal health and wellbeing or that of others.

Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

Include a critical inquiry approach

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analysing, applying and appraising knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision making, behaviours and actions, and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.
The Health and Physical Education curriculum recognises that values, behaviours, priorities and actions related to health and physical activity reflect varying contextual factors which influence the ways people live. The curriculum develops an understanding that the meanings and interests individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies.

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive 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 understanding of, and opportunities for, health and physical activity locally, regionally and globally.
Organisation

The curriculum is organised into two content strands — **Personal, social and community health** and **Movement and physical activity**. Each strand contains content descriptions which are organised under three sub-strands.

Figure 1: Relationship of curriculum elements

Sub-strands

**Being healthy, safe and active**
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

**Movement and physical activity**
- Moving our body
- Understanding movement
- Learning through movement

**Focus areas**
- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement

Sub-strands

**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.

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 and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.

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 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 organised sport and recreation.

Focus areas

The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. The focus areas have been mapped to each content description and elaboration (annotations included in brackets) to assist teachers in their planning. Descriptions of each of the focus areas and the learning expected in each can be accessed through hyperlinks from the focus area annotations after each elaboration.

Across the Health and Physical Education curriculum from Foundation to Year 10, the focus areas that must be addressed in each band of learning include, but are not limited to, those indicated with an asterisk (*) in Figure 2 below.
Content descriptions

Each band level of the Australian Curriculum: Health and Physical Education (F–10) includes content descriptions. These set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. The content descriptions have been written to ensure that learning is appropriately ordered and unnecessary repetition is avoided. However, a concept or skill introduced at one band level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Achievement standards

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Glossary
A glossary is provided to support a common understanding of key terms and concepts included in the Health and Physical Education curriculum.

The Australian Curriculum: Health and Physical Education (F–10) is based on the principle that all young Australians are entitled to study Health and Physical Education as part of the Australian Curriculum each year from Foundation to Year 10.

**Foundation–Year 2**

When students transition into school, they bring with them a wide range of health and movement experiences. Students’ sense of self is evolving and they are beginning to develop the capacity to understand and self-regulate their emotions in ways that account for their own feelings and those of others. They develop skills to initiate social interactions and begin to explore how their body is growing and changing as they get older. Through the development of fundamental movement skills, physical play, manipulation of equipment, and spatial awareness, children begin to develop movement competence. They also become sufficiently skilled and confident to complete everyday tasks, explore their physical surroundings and participate in movement activities.

The curriculum in Foundation to Year 2 focuses on developing the knowledge, understanding and skills to support students to be healthy, safe and active individuals who can move competently and confidently in different physical spaces and on diverse surfaces.

**Year 3–Year 6**

As students move through primary school, the focus broadens to include the knowledge, understanding and skills required to support and enhance their own health, safety and wellbeing and that of their family and friends. Students are progressively more connected to their world and their peers. Personal and social skills take on an increasing importance and students become more aware of gender expectations and stereotypes. They look to family, peers, the media, the Internet and the community for role models. Students in Year 3 to Year 6 further develop and refine their fundamental movement skills, learn about the common features of games, and expand their understanding of movement concepts and strategies to engage more confidently in a broad range of physical activities.

The Health and Physical Education curriculum in Year 3 to Year 6 provides explicit learning opportunities to develop communication skills, social skills and behaviours required to work effectively with others in different environments and contexts. The curriculum allows students to experience a range of movement activities and to further develop movement competence and confidence. It also supports and encourages lifelong physical activity participation.

**Year 7–Year 10**

Students in these years are beginning to face more complex life decisions. Their lives and the environments in which they are living are changing rapidly. A major influence on these students is the world around them, with peers becoming a key source of information and motivation. Increasing levels of access to mobile technologies give students the capacity to be connected and online at all hours of the day. It is important that students develop the knowledge, understanding and skills to manage their online engagements, particularly their online identities, and balance their time online with schoolwork, sleep and other commitments. Health and Physical Education in these years plays an important role in maintaining physical activity participation. Practical learning experiences support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing. They learn about the benefits of being fit and how fitness can be improved and maintained through specific activities.
The Health and Physical Education curriculum in Year 7 to Year 10 focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them and their families and community, as well as developing health literacy skills. The curriculum supports students to investigate techniques to assess the quality of movement performances using a range of tools to appraise, analyse and enhance performances. In addition, students develop the skills and confidence to be creative in how they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.

ACARA is committed to developing a high-quality curriculum for all Australian students, one that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Health and Physical Education (F–10). Teachers take account of the range of their students’ current levels of learning, abilities, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to personalise learning and cater for the diverse needs of students across Australia.

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

More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs. This is available under Student Diversity on the Australian Curriculum website.

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’ provided that 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 Australian Curriculum: Health and Physical Education (F–10). Teachers can draw from content at different levels along the Foundation to Year 10 continuum of learning. Teachers can also use the extended general capabilities learning continua of Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the practical delivery of movement-based lessons will be necessary to ensure that some students with physical disability can access learning, participate and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure that student achievement and demonstration of learning are appropriately measured.

Gifted and talented students

Teachers can use the Australian Curriculum: Health and Physical Education (F–10) 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 student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Health and Physical Education (F–10) or from local state and territory teaching and learning materials.

**Students for whom English is an additional language or dialect**

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning. They also have various educational backgrounds in their first language. Many EAL/D students bring already highly developed literacy and numeracy skills in their own language to their learning of Standard Australian English. However, there is 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 Australian Curriculum: Health and Physical Education (F–10) 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 to acquire skills for effective learning in formal settings.

The *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers as they develop teaching and learning programs using the Australian Curriculum: Foundation to Year 10. It describes four phases of language proficiency that will enable teachers to identify the typical language skills and understandings of their EAL/D students. In Health and Physical Education it is important to be aware of cultural sensitivities when teaching some aspects of content.

**Same-sex attracted and gender-diverse students**

As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs which affirm sexuality and gender diversity acknowledge the impact of diversity on students’ social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students.

The Australian Curriculum: Health and Physical Education (F–10) is designed to allow schools flexibility to meet the learning needs of all young people, particularly in the health focus area of relationships and sexuality. All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex.

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.
In the Australian Curriculum: Health and Physical Education (F–10), general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning.

Icons underneath the content descriptions on the Australian Curriculum website indicate where general capabilities have been identified in Health and Physical Education content descriptions and elaborations. Depending on their choice of activities, teachers may find further opportunities to incorporate explicit teaching of general capabilities. Students may also be encouraged to develop capabilities through personally relevant initiatives of their own design.

The following descriptions provide an overview of how general capabilities are addressed in the Australian Curriculum: Health and Physical Education (F–10). Detailed general capabilities materials, including learning continua, can be found on the Australian Curriculum website in the **General capabilities** section

**Literacy**

The Australian Curriculum: Health and Physical Education (F–10) 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 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 Australian Curriculum: Health and Physical Education (F–10) provides students with opportunities to recognise the mathematics that exists 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, navigation in the outdoors or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits. 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 capability**

The Australian Curriculum: Health and Physical Education (F–10) 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 twenty-first 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.
They use a range of ICT to analyse, measure and enhance movement performances and to access and critically evaluate health information, products and services. They also use ICT to develop personalised plans for nutrition and physical activity participation.

**Critical and creative thinking**

The Australian Curriculum: Health and Physical Education (F–10) 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.

The Australian Curriculum: Health and Physical Education (F–10) also provides learning opportunities that support dance making, games creation and technique refinement. Students develop understanding of the processes associated with creating movement and reflect on their body’s responses and their feelings about these movement experiences.

**Personal and social capability**

The Australian Curriculum: Health and Physical Education (F–10) 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.

They develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities in order to balance their school, home, work and social commitments.

**Ethical understanding**

The Australian Curriculum: Health and Physical Education (F–10) 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 Australian Curriculum: Health and Physical Education (F–10) 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.

The Australian Curriculum across all learning areas gives special attention to three cross-curriculum priorities:

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

In the Australian Curriculum: Health and Physical Education (F–10), these priorities will have a strong but varying presence across the strands and sub-strands. Icons appearing beneath the content descriptions on the Australian Curriculum website indicate where cross-curriculum priorities have been identified in Health and Physical Education content descriptions and elaborations. Teachers may find further opportunities to incorporate explicit teaching of the priorities depending on their choice of activities.

**Aboriginal and Torres Strait Islander histories and cultures**

In the Australian Curriculum: Health and Physical Education (F–10), the Aboriginal and Torres Strait Islander histories and cultures priority will provide opportunities for all students to appreciate and celebrate the beauty of the world’s oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact Australia’s First Peoples’ histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

The Australian Curriculum: Health and Physical Education (F–10) encourages all students from Foundation to Year 10 to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples. Health and Physical Education explores Aboriginal and Torres Strait Islander cultural heritage and further develops student knowledge of key concepts of country/place, peoples and cultures.

Students learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living, and develop appreciation and understanding of uniquely Australian connections to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community. Students also have the opportunity to participate in physical activities and cultural practices such as traditional and contemporary Indigenous games.

**Asia and Australia’s engagement with Asia**

In the Australian Curriculum: Health and Physical Education (F–10), 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 Australian Curriculum: Health and Physical Education (F–10) 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.

In Health and Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices.

**Sustainability**

In the Australian Curriculum: Health and Physical Education (F–10), 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.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity, social justice and consumerism as these relate to the promotion and maintenance of health and wellbeing. Through movement experiences, students are provided with opportunities to develop a connection in and with environments and to gain an appreciation of the interdependence of the health of people and that of environments.

In Health and Physical Education, students 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; active transport options; and growing, sourcing and choosing food products. As such, they will gain a capacity to advocate and act for a sustainable future.

Health and Physical Education provides rich opportunities for applying, integrating and extending learning from a range of learning areas. This enables students to transfer knowledge and understanding and make and apply decisions in a range of health- and movement-related experiences. It is important that students see connections to other learning areas within the curriculum.

**English**

With the convergence of different textual forms and the growing importance for students to be able to interpret and critique media texts, Health and Physical Education and English work together. The two learning areas help students understand codes and conventions used to communicate meaning through different texts. Analysis of texts in English demonstrates the power of language and symbol. The skills that are developed in English help students to critically analyse health and physical activity texts to assess them for accuracy and reliability, as well as to deconstruct the subtleties of health messaging. These skills also support the development of health literacy, which is a key proposition of the Health and Physical Education curriculum.

**Mathematics**

In Health and Physical Education and Mathematics, students develop their understanding of relationships between time, space and rhythm through engagement with a variety of movement forms and composition ideas. In both learning areas, students learn about size, scale, shape, pattern, proportion and orientation. There are also strong links to mathematical concepts such as volume, data, ratios, percentages and proportions in the exploration of nutritional information, analysis of movement and investigation of health- and skill-related fitness components. Students also build on Mathematics learning in Health and Physical Education through opportunities to develop spatial awareness and mapping skills.

**History**
Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. The process of historical inquiry in the History curriculum links strongly with a number of key skills developed in Health and Physical Education, including supporting students to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

In both History and Health and Physical Education, students learn about their own social context of family, friends and school. When exploring these contexts, students can also investigate the changing perceptions in society in relation to health, food and physical activity. They also explore concepts related to the history of sport and physical activity, as well as the place of these activities in Australian society and how this has changed over time.

**Science**

Some skills central to Health and Physical Education, such as communicating with others, problem-solving, comprehending and using existing resources to develop new ideas, also reinforce learning in Science. Both Science and Health and Physical Education support the development of observational skills, predicting outcomes, speculation and encouragement of curiosity and questioning.

Health and Physical Education provides opportunities for students to explore specific aspects of the biological sciences sub-strand of the Science curriculum through the study of human anatomy. This learning includes understanding about the importance of food and nutrition to the human body, physical development of the body as students move through puberty, and mechanisms for human reproduction. Health and Physical Education and Science also provide opportunities to develop an understanding of how systems work together to produce energy and movement through activities that explore body responses to exercise and activity.

In addition, Health and Physical Education has links to content in the physical sciences sub-strand of the Science curriculum. Students use tools, techniques and processes to analyse and investigate movement performance in a practical context while exploring concepts such as force, motion, speed and energy. Using knowledge and understanding developed in Health and Physical Education enables students to challenge thinking about scientific issues that affect society.

**Geography**

Students are curious about the world in which they live. They are interested in exploring it from local, regional and global perspectives. Through Health and Physical Education, students learn about how they are connected to places throughout the world by engaging in physical activities and cultural practices from other places, with their own families and different cultural groups in their community. Students also explore their own sense of place, space and environment and consider how these impact on their identities and physical activity participation. Challenge and adventure activities in Health and Physical Education and participation in field trips through Geography provide practical and meaningful ways for students to learn about their community, connect with their environment, and enhance their identity and sense of belonging.

**The Arts**

Dance is a key movement medium in Health and Physical Education and is identified in the Arts learning area as one of five art forms. Dance has been taught for many years in Health and Physical Education in primary and secondary schools and holds an important place in the Health and Physical Education curriculum. The primary emphasis for teaching dance in Health and Physical Education is to value dance as a lifelong physical activity and to develop movement skills, concepts and patterns associated with dance. Dance also provides a medium for students to develop personal and social skills and critically appraise cultural and social factors that shape their own identities, body and communities.

**Technologies**
In the Technologies learning area from Foundation through to Year 8, students learn how to apply nutrition knowledge through the preparation of food. Students learn practical food-preparation skills through the Food technologies context in the Design and Technologies curriculum.

Food and nutrition is one of the focus areas in the Health and Physical Education curriculum. This focus area enables students to develop and apply knowledge, understanding and skills to make healthier choices in relation to food and nutrition, as well as to understand the range of social, cultural and contextual factors that shape what we eat and drink.

In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity, are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10.

Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.

When developing teaching and learning programs, teachers are encouraged to combine content descriptions from across sub-strands to provide students with learning experiences that meet their needs, interests, abilities and local contexts.

**Guidelines for selecting focus areas in the Health and Physical Education curriculum**

The content in the curriculum must be taught through twelve focus areas. Advice on appropriate timing for when to address each focus area is provided in Figure 2 and the band descriptions. It is expected that the focus areas identified in each band description will contribute substantially to the Health and Physical Education teaching and learning program for that particular band of learning. Decisions about the specific timing of when each focus area will be taught within the two-year band (for example, whether to teach about safety in Year 3 or Year 4 or in both years) are the responsibility of schools and teachers. Planning decisions should take into account local needs, available resources, students’ readiness and community priorities.

**Planning considerations**

When planning teaching and learning programs in Health and Physical Education, teachers should ensure that learning experiences draw on content descriptions from across sub-strands and, where appropriate, include content from both strands. In teaching Health and Physical Education, creating opportunities for practical application will enhance the development of knowledge, understanding and skills across a range of relevant and meaningful health and movement focus areas.

The content descriptions in the Australian Curriculum: Health and Physical Education (F–10) enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful. Some students will require additional support to develop their skills in Health and Physical Education. Organisation of the curriculum in bands provides an additional level of flexibility to support teachers to plan and implement learning programs that are developmentally appropriate for all students.

In any given classroom, students may demonstrate a wide range of strengths, abilities and needs. Teachers should plan programs that recognise this diversity and provide students with multiple means of demonstrating their abilities and what they have learnt through the teaching and learning process. The use of flexible groupings when teaching Health and Physical Education and the provision of ongoing assessment are important elements of teaching and learning programs that accommodate a diversity of learning needs.

Assessment of the Australian Curriculum: Health and Physical Education (F–10) takes place for different purposes, including:

- ongoing formative assessment to monitor learning and provide feedback to teachers to enhance their teaching, and for students to improve their learning
- summative assessment to assist schools in reporting the progress and achievement of students to parents and carers.
Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

**Organisation of learning**

The curriculum recognises that schools organise learning depending on local needs, resource availability and timetabling structures. In secondary settings in particular, the content from the Health and Physical Education curriculum can be organised and delivered in a range of ways and through a number of different school subjects, such as home economics or outdoor education.

**Home economics**

Home economics supports students to develop the capacity to make decisions, solve problems and respond critically and creatively to practical concerns of individuals, families and communities in local and global contexts. Elements of learning in home economics will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum. The primary content drawn from the Health and Physical Education curriculum is in relation to food and nutrition, growth and development, identity and connecting to others.

The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills that will support students to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices and developing skills to access and assess nutritional information to support healthy choices. In Health and Physical Education, students learn about different stages of life and take increasing responsibility for their own growth and development by exploring and learning how to manage the many different factors that influence their identities. They also develop a practical understanding of how connections to other people influence health and wellbeing.

**Outdoor education**

Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Elements of learning in outdoor education will draw on content from across the Australian Curriculum: Foundation to Year 10, including Health and Physical Education, Geography and Science. The primary content drawn from Health and Physical Education will be in the areas of outdoor recreation and the influence of connection to place and communities on health and wellbeing.

In the Australian Curriculum: Health and Physical Education (F–10), outdoor recreation refers to recreational activities, or the act of engaging in recreational activities. These are typically associated with outdoor, natural or semi-natural settings. These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor activities provide a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge.

**Importance of a healthy school environment**

It has long been recognised that the broader school environment can enhance the delivery of the Health and Physical Education curriculum. Learning in Health and Physical Education supports students to make decisions about their health, wellbeing, safety and physical activity participation. If consistent messages are evident across the school and wider school community, this learning is validated and reinforced. Students are also better able to practise and reinforce their learning in Health and Physical Education if teaching and learning in all curriculum areas and the whole school environment reflect the knowledge, understanding and skills delivered in the Health and Physical Education curriculum. A healthy and supportive school environment may be enriched through health-promoting school policies and processes, and partnerships with parents, community organisations and specialist services.
Foundation Year

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people that are important to students and develops students’ capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

The focus areas to be addressed in Foundation include, but are not limited to:

- safe use of medicines (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships (RS)
- safety (S)
- active play and minor games (AP)
- fundamental movement skills (FMS)
- rhythmic and expressive movement activities (RE).

Foundation Year Content Descriptions

### Personal, social and community health

#### Being healthy, safe and active

<table>
<thead>
<tr>
<th>Identify personal strengths (ACPPS001)</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| 🗞️ 🐞️ 🌟 | • identifying things they are good at and describing how these have changed over time
| | • participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable
| | • describing how they feel when they are learning a new skill and what strategies they can use to persist until they are successful
| | • identifying ways they can use their strengths to help themselves and others |

<table>
<thead>
<tr>
<th>Name parts of the body and describe how their body is growing and changing (ACPPS002)</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| 🗞️ 🐞️ 🌟 | • recognising how bodies grow and change over time
| | • recording and mapping growth on individual and group growth charts or constructing a class height line
| | • identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private |
| Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003) | • identifying characters in different texts who help the main character to stay safe and healthy  
• identifying protective behaviours that can help keep them safe  
• identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported  
• naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios |
| --- | --- |
| Communicating and interacting for health and wellbeing | Elaborations  
Practise personal and social skills to interact with and include others (ACPPS004)  
• accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation  
• discussing how it feels to be included in activities  
• practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member  
• listening and responding to others when participating in physical activities to achieve agreed outcomes |
| Identify and describe emotional responses people may experience in different situations (ACPPS005) | Elaborations  
• identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused  
• learning and using appropriate language and actions to communicate their feelings in different situations  
• recalling and sharing emotional responses to different situations and representing this in a variety of ways |
| Contributing to healthy and active communities | Elaborations  
Identify actions that promote health, safety and wellbeing (ACPPS006)  
• identifying household substances that can be dangerous and suggesting examples of how they can be stored safely in the home  
• grouping foods into categories such as food groups and ‘always’ and ‘sometimes’ foods  
• recognising and following safety symbols and procedures at home and in water and road environments  
• understanding the importance of personal hygiene practices, including hand washing, face washing, nose blowing and toilet routines  
• recognising that being kind, fair and respectful to others can support class health and wellbeing |
| Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007) | Elaborations  
• exploring a range of ways to play and be active in outdoor or natural settings  
• understanding how to be safe in the outdoors through play in natural environments |
| Movement and physical activity | Elaborations  
Moving our body |
**Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)**
- performing locomotor skills in any direction from one point to another
- sending, controlling and receiving objects at different levels and in different ways
- performing a range of water confidence skills
- creating movement sequences without equipment
- responding with movement to rhythm, beat, music and words

**Participate in games with and without equipment (ACPMP009)**
- participating in games that require students to be aware of personal safety and game boundaries
- participating in games from other cultures
- participating in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes

<table>
<thead>
<tr>
<th>Understanding movement</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore how regular physical activity keeps individuals healthy and well (ACPMP010)</td>
<td>describing their feelings after participating in different physical activities</td>
</tr>
<tr>
<td>Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)</td>
<td>describing how the body responds to participating in different physical activities</td>
</tr>
<tr>
<td></td>
<td>sharing the things they enjoy about being physically active</td>
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<tr>
<td></td>
<td>identifying how regular physical activity can help keep people healthy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning through movement</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperate with others when participating in physical activities (ACPMP012)</td>
<td>moving at different speeds and in different directions with others in a designated area</td>
</tr>
<tr>
<td></td>
<td>demonstrating the difference between personal space and general space in physical activities</td>
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<td></td>
<td>describing body positions when performing a range of different movements</td>
</tr>
<tr>
<td>Test possible solutions to movement challenges through trial and error (ACPMP013)</td>
<td>working with a partner or small group to complete a movement task or challenge</td>
</tr>
<tr>
<td></td>
<td>mirroring a partner while moving to music</td>
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<tr>
<td></td>
<td>using words and body language to communicate intentions clearly when playing minor games</td>
</tr>
<tr>
<td></td>
<td>attempting different ways to solve a movement challenge and discussing which ways were successful or not</td>
</tr>
<tr>
<td></td>
<td>trialling a number of techniques when trying new movement activities</td>
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<tr>
<td></td>
<td>making positive choices when faced with a decision about how they participate in a movement activity</td>
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<tr>
<td></td>
<td>performing a new movement task for others in their group or class</td>
</tr>
<tr>
<td>Follow rules when participating in physical activities (ACPMP014)</td>
<td>following instructions for personal safety and fair play</td>
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<tr>
<td></td>
<td>responding to a whistle and commands when participating in physical activities</td>
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<tr>
<td></td>
<td>identifying boundaries such as personal space and playing area</td>
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<tr>
<td></td>
<td>demonstrating appropriate use of equipment</td>
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</tbody>
</table>
Foundation Year Achievement Standard

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.
Year 1 and 2

The curriculum for Year 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body’s response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence through movement settings.

The focus areas to be addressed in Years 1 and 2 include, but are not limited to:

- safe use of medicines (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships (RS)
- safety (S)
- active play and minor games (AP)
- fundamental movement skills (FMS)
- rhythmic and expressive movement activities (RE).

Year 1 and 2 Content Descriptions

<table>
<thead>
<tr>
<th>Personal, social and community health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elaborations</strong></td>
</tr>
</tbody>
</table>
| Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) | ● describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities  
  ● accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess  
  ● participating in games and physical activities and describing how others’ strengths contribute to successful outcomes |
Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)

- describing changes in their physical appearance now compared to when they were younger
- identifying and describing significant relationships in their lives and how these have evolved or changed over time
- discussing ways families and cultural groups acknowledge and celebrate major stages of development
- discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger

Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)

- identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends
- locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero
- identifying situations that require the help of emergency services
- recognising photos and locations of safe places and people who can help

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

- identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines
- exploring how eating healthy foods can influence health and wellbeing
- exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community
- describing actions to stay safe in a range of environments, including water, road, nature and outdoors

Communicating and interacting for health and wellbeing

| Describe ways to include others to make them feel that they belong (ACPPS019) | Identifying and appreciating similarities and differences in people and groups
| | Exploring how people feel when they are included and excluded from groups and activities
| | Demonstrating appropriate language when encouraging others
| | Demonstrating how to include others in physical activities when completing movement tasks or practising for performance
| | Expressing appreciation and offering encouragement using a variety of communication techniques

Identify and practise emotional responses that account for own and others’ feelings (ACPPS020)

- recognising own emotions and demonstrating positive ways to react in different situations
- identifying the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses
- predicting how a person or character might be feeling based on the words they use, their facial expressions and body language
- understanding how a person’s reaction to a situation can affect others’ feelings
### Examine health messages and how they relate to health decisions and behaviours (ACPPS021)
- identifying advertisements they have encountered that contain health messages
- identifying popular health slogans and discussing the behaviours these slogans are encouraging
- creating their own positive health message and sharing it with the class

### Contributing to healthy and active communities

<table>
<thead>
<tr>
<th><strong>Elaborations</strong></th>
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</thead>
<tbody>
<tr>
<td>- creating a bank of movement games and physical activity cards students can select from and play during lesson breaks and before or after school</td>
</tr>
<tr>
<td>- exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class</td>
</tr>
<tr>
<td>- exploring how fruit and water breaks help support class health and wellbeing</td>
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<tr>
<td>- recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis</td>
</tr>
<tr>
<td>- explaining and demonstrating how being fair and respectful contributes to class health and wellbeing</td>
</tr>
</tbody>
</table>

### Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)
- recognising that physical activities can take place in a range of different environments, including natural and built settings
- participating in physical activities within the built structures in the school and local community where physical activity takes place

### Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)
- examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different
- sharing the things that make them similar to and different from others in the class
- exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories
- discussing practices of their own culture used to pass on significant information from one generation to the next

### Movement and physical activity

<table>
<thead>
<tr>
<th><strong>Elaborations</strong></th>
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<tbody>
<tr>
<td>- performing locomotor movements using different body parts to travel in different directions</td>
</tr>
<tr>
<td>- performing fundamental movement skills involving controlling objects with equipment and different parts of the body</td>
</tr>
<tr>
<td>- demonstrating balances and describing what helps to maintain stable positions</td>
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<tr>
<td>- demonstrating how to transfer weight from one part of the body to another</td>
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</tbody>
</table>
Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)

- demonstrating changes in speed, direction and level of movement in response to changes in music tempo
- creating, following, repeating and altering movement sequences in response to rhythm, music or words
- selecting and implementing different movement skills to be successful in a game

Create and participate in games (ACPMP027)

- inventing games with rules using one or two pieces of equipment
- participating in games that use a number of different fundamental movement skills
- using stimuli such as equipment, rhythm, music and words to create games

### Understanding movement

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Discuss the body’s reactions to participating in physical activities (ACPMP028)</td>
</tr>
<tr>
<td>- participating in activities of different intensity and comparing the body’s reactions</td>
</tr>
<tr>
<td>- identifying positive feelings they experience when participating in physical activities</td>
</tr>
<tr>
<td>- participating in new and unfamiliar activities and describing how they felt about the experience</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborations</th>
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</thead>
<tbody>
<tr>
<td>Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)</td>
</tr>
<tr>
<td>- comparing different types of movements and identifying which ones are easier and harder and why this might be the case</td>
</tr>
<tr>
<td>- performing movements under, over, through and between objects, people and equipment</td>
</tr>
<tr>
<td>- demonstrating how they can balance on different parts of the body and make different shapes</td>
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</tbody>
</table>

### Learning through movement

<table>
<thead>
<tr>
<th>Elaborations</th>
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</thead>
<tbody>
<tr>
<td>Use strategies to work in group situations when participating in physical activities (ACPMP030)</td>
</tr>
<tr>
<td>- working cooperatively with a partner when practising new skills</td>
</tr>
<tr>
<td>- describing and demonstrating how to include others in physical activity</td>
</tr>
<tr>
<td>- suggesting and trialling how a game can be changed so that everyone can be involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</td>
</tr>
<tr>
<td>- predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective</td>
</tr>
<tr>
<td>- asking for and responding to feedback from peers or teachers on their performance</td>
</tr>
<tr>
<td>- reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify rules and play fairly when participating in physical activities (ACPMP032)</td>
</tr>
<tr>
<td>- explaining why rules are needed in games and physical activities</td>
</tr>
<tr>
<td>- demonstrating turn-taking and sharing equipment when participating in minor games</td>
</tr>
<tr>
<td>- explaining how rules contribute to fair play and applying them in group activities</td>
</tr>
</tbody>
</table>
Year 1 and 2 Achievement Standard

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.
Year 3 and 4

The Year 3 and 4 curriculum further develops students’ knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Year 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Year 3 and 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

The focus areas to be addressed in Year 3 and 4 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- active play and minor games (AP)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

Year 3 and 4 Content Descriptions

**Personal, social and community health**

<table>
<thead>
<tr>
<th>Being healthy, safe and active</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine how success, challenge and failure strengthen personal identities (ACPPS033)</td>
<td>• examining factors that support personal achievement and development of personal identities, such as the influence of family, friends and school&lt;br&gt;• suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking&lt;br&gt;• persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities&lt;br&gt;• explaining how meeting challenges makes them feel good about themselves and builds confidence to try new things</td>
</tr>
</tbody>
</table>
Explore strategies to manage physical, social and emotional change (ACPPS034)
- discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations
- exploring how friendships change as they grow older and identifying strategies to manage change
- identifying people or sources of information that they can access if they have questions about the changes that are occurring

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
- recognising physical responses that indicate they are feeling uncomfortable or unsafe
- rehearsing assertive behaviours and strong non-verbal communication skills
- identifying and practising appropriate responses to unsafe situations in relation to drugs and drug use
- indicating on a local map the location of safe places and people who can help
- examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe

Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
- identifying how medications and other substances can be stored safely in the home and at school
- examining their own eating patterns by researching *The Australian Guide to Healthy Eating* and identifying healthier food choices
- proposing changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels
- identifying and practising ways of behaving in the playground that ensure the safety of themselves and others

Communicating and interacting for health and wellbeing

Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)
- describing behaviours that show empathy and respect for the rights of others
- creating an online connection with another school and identifying similarities and differences between students
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them
- recognising that bullying behaviour can take many forms, not only physical

Investigate how emotional responses vary in depth and strength (ACPPS038)
- recognising own emotional responses and levels of their response in different situations
- understanding that emotional responses vary across cultures and differ between people and different situations
- analysing scenarios and identifying possible triggers and warning signs to predict emotional responses
- describing strategies they can use to identify and manage their emotions before making a decision to act
Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)

- accessing different sources of health information and examining the accuracy of these sources
- examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages
- investigating how health messages influence health decisions

<table>
<thead>
<tr>
<th>Contributing to healthy and active communities</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) | - identifying how regular physical activity promotes health, and recognising and accessing opportunities to be active while they are at school  
- creating promotional posters to display around the school containing positive health and physical activity messages  
- establishing a small fruit and vegetable garden for the class that can be used to create healthy lunches or snacks  
- exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving |
| Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) | - participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation  
- comparing the characteristics and benefits of physical activities that can take place in a natural environment and those that take place in a built environment |
| Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042) | - researching games from their country of heritage and teaching the class how to play them  
- investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values  
- planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background  
- reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures |

Movement and physical activity

<table>
<thead>
<tr>
<th>Moving our body</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Practise and refine fundamental movement skills in different movement situations (ACPMP043) | - performing activities where locomotor and object control skills are combined to complete a movement  
- performing fundamental movement skills to demonstrate weight transference in different physical activities  
- coordinating kicking with arm movements to move the body through the water  
- exploring and practising different techniques to propel objects towards a target |
Perform movement sequences which link fundamental movement skills (ACPMP044)

- performing routines incorporating different jumping techniques and connecting movements
- demonstrating fundamental movement skills in correct sequence to complete a movement task or challenge
- performing tumbling routines using rolling actions, incline, weight transfer, flight and balances
- participating in dance routines from different cultures, such as Tinikling from The Philippines, Polynesian dance, Japanese parasol dance, and Aboriginal and Torres Strait Islander dance
- using a surface dive and propelling the body underwater to recover an object

Practise and apply movement concepts and strategies (ACPMP045)

- planning and performing strategies to be successful in tag and dodge games
- demonstrating movement concepts and strategies to create scoring opportunities
- exploring centre of gravity and stability as they perform balance activities
- participating in physical activities which require problem-solving to achieve a goal
- using different equipment to create an original game or movement challenge

Understanding movement

<table>
<thead>
<tr>
<th>Elaborations</th>
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</thead>
<tbody>
<tr>
<td>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</td>
</tr>
<tr>
<td>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</td>
</tr>
<tr>
<td>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</td>
</tr>
</tbody>
</table>

Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

- demonstrating acceleration and deceleration of movement in physical activities
- discussing and demonstrating different levels, movement pathways, and use of space and flow in movement sequences
- using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences

Learning through movement

<table>
<thead>
<tr>
<th>Elaborations</th>
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</thead>
<tbody>
<tr>
<td>using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy</td>
</tr>
<tr>
<td>working cooperatively with team members to maintain possession in a game by passing to other players and listening to team-mates</td>
</tr>
<tr>
<td>modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space</td>
</tr>
<tr>
<td><strong>Apply innovative and creative thinking in solving movement challenges (ACPMP049)</strong></td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>
| - transferring and applying skills to solve movement challenges  
- testing alternative responses to movement challenges and predicting the success or effectiveness of each  
- posing questions to others as a strategy for solving movement challenges  
- drawing on prior knowledge to solve movement challenges | - collaborating to decide rules for a new game  
- contributing to fair decision making in physical activities by applying the rules appropriately  
- recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues  
- recognising consequences of personal and team actions in group activities |
Year 3 and 4 Achievement Standard

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.
Year 5 and 6

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

The focus areas to be addressed in Year 5 and 6 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

Year 5 and 6 Content Descriptions

**Personal, social and community health**

<table>
<thead>
<tr>
<th>Being healthy, safe and active</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051) | - identifying how personal qualities contribute to identities and inform world views  
- recognising how individual personalities and teamwork contribute to achieving success in physical activities  
- exploring how personal and cultural identities change over time  
- investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected  
- exploring how family, peers and the media influence how individuals interact in given situations |
| **Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)** | • understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses  
• researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty  
• examining the range of products available to manage the physical changes associated with puberty |
| --- | --- |
| **Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)** | • researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy  
• applying criteria to online information to assess the credibility of the information  
• creating ways to share information about local services young people can access for help, such as a blog, app or advertisement |
| **Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)** | • scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol  
• comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals  
• proposing and implementing opportunities to increase their physical activity levels at school and at home  
• selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations |
| **Communicating and interacting for health and wellbeing** | **Elaborations** |
| **Practise skills to establish and manage relationships (ACPPS055)** | • exploring reasons why relationships may change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team  
• assessing the impact of different relationships on personal health and wellbeing  
• proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships |
| **Examine the influence of emotional responses on behaviour and relationships (ACPPS056)** | • analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations  
• discussing how inappropriate emotional responses impact relationships  
• exploring why emotional responses can be unpredictable |
| **Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)** | • examining how media and public identities influence the way people act and the choices they make  
• sharing how important people in their life influence them to act or behave in a healthy or safe way  
• analysing health messages in the media and comparing their interpretations with those of other members of the class |
| **Contributing to healthy and active communities** | **Elaborations** |
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

- investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting *The Australian Guide to Healthy Eating*, meeting recommendations for daily physical activity and creating connections with others to enhance social health
- proposing and implementing actions and protective behaviours that promote safe participation in physical activities
- understanding the importance of social support and a sense of belonging in promoting mental health and wellbeing

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)

- exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments
- discussing how a connection to the local community, environment or special places can influence personal and community health and wellbeing
- discussing how access to natural and built environments can help or hinder participation in physical activities
- exploring Aboriginal and Torres Strait Islander understandings of special places and the connection of these places to physical activities

Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)

- exploring initiatives sporting and community groups use to counter discrimination and support the wellbeing of their communities
- discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment
- proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism
- exploring and celebrating how cultures differ in behaviours, beliefs and values

Movement and physical activity

<table>
<thead>
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<th>Moving our body</th>
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| Practise specialised movement skills and apply them in different movement situations (ACPMP061) | - applying stability and locomotor skills to dodge and feint in different movement situations
- applying kicking, striking and throwing skills to propel an object and keep it in motion
- combining surface propulsion and underwater skills in an aquatic environment
- performing a range of complex static and dynamic balances on different body parts or rotating and/or pivoting
- jumping with control for height and distance using a variety of body positions |
Design and perform a variety of movement sequences (ACPMP062)

- composing movement sequences including balances to travel from point to point
- performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing
- experimenting with different music genres such as Indian Bhangra music when performing creative dances
- designing a sequence of passes between team-mates to maintain possession or move a piece of equipment from one point to another
- designing and participating in a simple fitness circuit involving activities that require different types of movement

Propose and apply movement concepts and strategies (ACPMP063)

- demonstrating defensive and offensive play in modified games
- proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment
- proposing and applying movement concepts and strategies to safely traverse a natural environment

Understanding movement

Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)

- creating and participating in a fitness circuit designed to improve health-related fitness components
- demonstrating and describing safe stretching activities which maintain and develop flexibility
- examining the benefits of physical activity to social health and mental wellbeing
- participating in a range of physical activities and exploring their health, skill and fitness benefits
- examining and describing health-related and skill-related components of fitness

Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)

- demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control
- creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time
- working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances
- developing strategies that exploit the playing space to create overlaps and extra attackers

Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)

- researching and participating in different cultural games or physical activities that children in other countries play
- exploring the place of water-based recreational activities in Australian culture and how communities come together to enjoy water-based activities
- participating in and investigating the heritage of games that have cultural significance in Australia, and exploring similarities with games of significance to other cultures, such as jump rope and Nang Tong (from Thailand), poison ball and Bola Beracun (from Malaysia), hockey and Lor Kon Kro (from Thailand) and Australian Rules football, lacrosse and Gaelic football
<table>
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<tr>
<th>Learning through movement</th>
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</table>
| Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) | ● understanding the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants  
● demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations  
● using reflective listening when working in small groups on movement tasks or challenges  
● exploring and performing the duties and responsibilities of different roles for a range of physical activities |
| Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068) | ● recognising that there may be a number of solutions to movement challenges and justifying which solution is most appropriate or effective  
● applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge  
● assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences  
● devising strategies and formulating plans to assist in successfully performing new movement skills |
| Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069) | ● explaining why infringements result in consequences such as a penalty or free pass  
● proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest  
● correctly interpreting and applying rules in physical activities |
Year 5 and 6 Achievement Standard

By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.
Year 7 and 8

The Year 7 and 8 curriculum expands students’ knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

The focus areas to be addressed in Year 7 and 8 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

### Year 7 and 8 Content Descriptions

#### Personal, social and community health

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<tr>
<th>Being healthy, safe and active</th>
<th>Elaborations</th>
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</table>
| Investigate the impact of transition and change on identities (ACPPS070) | - examining the impact of physical changes on gender, cultural and sexual identities  
- investigating how changing feelings and attractions are part of developing sexual identities  
- identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions  
- examining how traditions and cultural practices influence personal and cultural identities  
- examining online profiles and identities and developing strategies to promote safety in online environments |
Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)

- accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older
- investigating the changing nature of peer and family relationships and proposing strategies to manage these changes
- analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities
- evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older

Practise and apply strategies to seek help for themselves or others (ACPPS072)

- examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes
- collaborating with peers to suggest strategies they could use in emergencies
- practising different communication techniques to persuade someone to seek help
- exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
- demonstrating basic first-aid principles and strategies

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

- investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices
- researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan
- researching opportunities in the local community to participate in regular physical activity and examining how accessible these opportunities are for students (HPBA)
- proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans
- examining strategies for safe practices in different environments, including transport and aquatic environments

Communicating and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074)

- examining how individuals, family and peer groups influence people’s behaviours, decisions and actions
- understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content
- analysing how their relationships influence behaviours and actions
- analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family
- recognising the impact bullying and harassment can have on relationships, including online relationships
| Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) | ● investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations  
● exploring different viewpoints, practising being empathetic and considering alternative ways to respond  
● recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses |
| --- | --- |
| Develop skills to evaluate health information and express health concerns (ACPPS076) | ● analysing the credibility of health messages conveyed by different sources  
● practising ways to communicate concerns about their health to a variety of support people  
● proposing ways to support others who are going through a challenging time |
| **Contributing to healthy and active communities** | **Elaborations** |
| Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077) | ● investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices  
● investigating food-serving recommendations from *The Australian Guide to Healthy Eating* and producing a guide to help students make healthy choices when buying food from the school canteen  
● examining how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing |
| Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) | ● identifying local natural resources and built environments where individuals and groups can connect as a community and participate in physical and social activities  
● reflecting on the physical, social, emotional and spiritual benefits to health and wellbeing of being outdoors and of being active in a natural setting  
● promoting an understanding of minimal-impact outdoor recreation in the local area  
● exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander peoples and communities |
| Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079) | ● exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing  
● investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing  
● examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and disability  
● researching how stereotypes and prejudice are challenged in local, national and global contexts |
| **Movement and physical activity** | **Elaborations** |
| Moving our body | **Elaborations** |
| Use feedback to improve body control and coordination when performing specialised movement skills (ACPMP080) | ● analysing their own and others’ performance using ICT and implementing feedback to enhance performance  
● participating in activities where vision is compromised to demonstrate the importance of auditory feedback  
● using visual and kinaesthetic feedback when coordinating eye–hand and eye–foot movements to control different pieces of equipment |
| --- | --- |
| Compose and perform movement sequences for specific purposes in a variety of contexts (ACPMP081) | ● designing and performing movement sequences to create, use and defend space  
● composing and performing a group dance sequence in response to a piece of music or other stimuli  
● demonstrating control when transitioning between twists, rotations and leaps  
● travelling, marking and intercepting to achieve and retain possession  
● designing and performing movement sequences to travel around, over, under and through natural or man-made obstacles |
| Practise, apply and transfer movement concepts and strategies (ACPMP082) | ● examining and demonstrating the similarities of strategies used in different physical activities and how they can be transferred to new movement situations  
● exploring similarities in the bases of support and flow of movements when performing movement sequences  
● selecting strategies that have been successful previously and applying the most appropriate when solving new movement challenges |
| Understanding movement | Elaborations |
| Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083) | ● performing physical activities that improve health- and skill-related components of fitness and analysing how the components are developed through these activities  
● measuring heart rate, breathing rate and ability to talk in order to monitor the body’s reaction to a range of physical activities, and predicting the benefits of each activity on health- and skill-related fitness components  
● designing and monitoring a personal fitness plan that proposes realistic strategies for maintaining fitness, health and wellbeing |
| Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPMP084) | ● performing a range of movements and analysing technique based on understanding of take-off, body position and landing  
● demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight  
● creating, performing and appraising movement sequences that demonstrate variations in flow and levels  
● designing and refining movement concepts and strategies to manipulate space and their relationship to other players in this space |
Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)

- examining how sport, physical activity and outdoor recreation pursuits have changed over the last century as a result of different cultural groups migrating to Australia
- researching and participating in a range of physical activities that were performed in the early twentieth century, such as games from the Asia region
- participating in culturally significant physical activities from around the globe and exploring the links to the culture and heritage of the country of origin of these activities

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</table>
| Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) | ● adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes  
● applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group  
● reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes  
● undertaking various roles associated with the planning of physical activities |
| Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) | ● explaining and justifying the movement concepts and strategies selected in response to movement challenges  
● demonstrating to others the approach taken to solve movement challenges  
● identifying factors that enabled them to achieve success in movement activities and explaining how these factors can be transferred to other learning contexts |
| Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088) | ● recognising potential hazards and selecting appropriate responses when undertaking physical activities in the natural environment  
● applying scoring systems in activities to assess movement performances consistently and fairly  
● modifying rules, equipment or scoring systems to allow all participants to enjoy and succeed  
● applying the principles of ethical behaviour consistently when participating in physical activities |
Year 7 and 8 Achievement Standard

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others’ health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Year 9 and 10

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

The focus areas to be addressed in Year 9 and 10 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

Year 9 and 10 Content Descriptions

Personal, social and community health

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| Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089) | - analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, food, physical activity, sexual health, drugs and/or risk-taking behaviours  
- examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities  
- analysing the role of family, friends and community in supporting an individual’s identities, and proposing strategies to enhance their own and others’ wellbeing  
- investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures |
Examine the impact of changes and transitions on relationships (ACPPS090)

- practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
- asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others’
- assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk (ACPPS091)

- proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
- planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR
- critiquing the appropriateness and effectiveness of help and support services available for young people in the local community
- examining policies and processes for ensuring safe blood practices when participating in physical activities

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

- critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted
- examining local fast-food options, making healthy selections and advocating healthy choices to peers
- exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others’ health and wellbeing
- evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing

Communicating and interacting for health and wellbeing

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

- investigating the characteristics of positive, respectful relationships and the rights and responsibilities of individuals in relationships
- investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful
- comparing own decisions with those of others and acknowledging others’ right to act differently and to change their mind
- demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example, in situations where another person’s photo has been tagged without permission, sexting and posting explicit content
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

- proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment
- evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships
- analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved

Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095)

- critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made
- examining actions to take greater responsibility in relation to their own health
- critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people

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<tr>
<th>Contributing to healthy and active communities</th>
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<td>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)</td>
<td>creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community</td>
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<tr>
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<td>developing and implementing proposals to enhance the wellbeing of staff and students in the school</td>
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<td></td>
<td>investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities</td>
</tr>
<tr>
<td></td>
<td>preparing, delivering and critiquing a class presentation to the community, for example, a presentation to parents on tips for serving and eating food that has been prepared sustainably</td>
</tr>
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</table>

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)

- creating and evaluating proposals to promote the use of natural settings within the local community for physical activity
- designing and critiquing a strategy to involve family, friends and members of the community in cultural celebrations to promote a sense of connection with and belonging to the community
- designing and adopting actions which promote healthy, active and sustainable lifestyles
- investigating different approaches to managing environmental resources, including how Aboriginal and Torres Strait Islander communities demonstrate custodial responsibility for Country/Place
Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

- examining social, cultural and economic factors that influence the health behaviours of people in their community
- investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility
- analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours
- investigating the role that extended family and broader community play in the lives of Aboriginal and Torres Strait Islander peoples

### Movement and physical activity

<table>
<thead>
<tr>
<th>Moving our body</th>
<th>Elaborations</th>
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| Perform and refine specialised movement skills in challenging movement situations (ACPMP099) | - adapting and responding to changes in equipment that increase the complexity of a movement task or performance  
- transferring skills learnt in one movement situation to a different situation  
- performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity  
- using feedback from a variety of sources to refine specialised movement skills and performances |
| Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100) | - using knowledge of results feedback to support another student in performing a skill with greater accuracy or control  
- responding to teacher and peer feedback to enhance performance  
- using ICT to record others’ performance, and providing feedback on synchronicity and timing of movements in relation to other people, objects or external stimuli  
- providing constructive feedback on their own and others’ performance by using movement-analysis software to break down a skill or sequence |
| Develop, implement and evaluate movement concepts and strategies for successful outcomes (ACPMP101) | - using established criteria to apply and evaluate the effectiveness of movement concepts and strategies  
- developing and implementing appropriate movement concepts and strategies for selected movement scenarios  
- reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances |

Understanding movement | Elaborations

- using established criteria to apply and evaluate the effectiveness of movement concepts and strategies  
- developing and implementing appropriate movement concepts and strategies for selected movement scenarios  
- reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances
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<th>Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (ACPMP102)</th>
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<tr>
<td>✷ using ICT to design, implement and monitor a personal fitness plan which includes a timeframe, goals and a variety of specific activities that meet the needs of different people</td>
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<tr>
<td>✷ investigating target training heart-rate zones for a range of different people and how these zones relate to health, wellbeing and fitness</td>
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<tr>
<td>✷ justifying the selection of physical activities included in a personalised plan linked to the components of health- and skill-related fitness they wish to improve or maintain</td>
</tr>
<tr>
<td>✷ using non-specialised equipment to develop health- or skill-related fitness circuits that can be used by family or community members</td>
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<th>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)</th>
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<tr>
<td>✷ experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths</td>
</tr>
<tr>
<td>✷ demonstrating and describing how the body can absorb force</td>
</tr>
<tr>
<td>✷ creating a group performance that demonstrates synchronous and individual movements</td>
</tr>
<tr>
<td>✷ using ICT to analyse movements and enhance movement sequences and performances</td>
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<table>
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<tr>
<th>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)</th>
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<tr>
<td>✷ participating in a range of physical activities from the Asia region, such as yoga, tai chi, martial arts and Asia-inspired dance and performance art, and exploring their importance as a social and cultural practice</td>
</tr>
<tr>
<td>✷ researching the trends in participation in organised junior sports and predicting future trends and directions</td>
</tr>
<tr>
<td>✷ investigating the varied perspectives held by Australians on sport and examining how this diversity is represented in the sports we play today</td>
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<tr>
<td>✷ exploring the impact of media messages associated with physical activity, outdoor recreation and sport in Australia</td>
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<tr>
<td>✷ analysing the significant contributions Aboriginal and Torres Strait Islander people make to sport in Australia</td>
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<tr>
<th>Learning through movement</th>
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<tr>
<td>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)</td>
<td>✷ evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all</td>
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<td>✷ using self-talk and encouragement to motivate themselves and team members to continue to participate and improve performance</td>
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<tr>
<td>✷ creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles</td>
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<tr>
<td>✷ identifying and critiquing leadership styles and group/team dynamics through collaboratively solving initiative games</td>
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</table>
Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)

- drawing parallels between successful movement strategies in one sporting situation and how similar strategies could be used effectively in a different sport
- speculating on possible outcomes of innovative solutions to movement challenges based on past experiences
- reflecting on successful movement solutions and proposing how they can be transferred to new movement challenges
- demonstrating motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks

Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

- participating in competitions where players rather than an independent official are responsible for applying the rules
- discussing the role in promoting fairness and ethical behaviour in sport of organisations such as the Australian Sports Anti-Doping Authority, sporting tribunals, Australian Human Rights Commission and the Court of Arbitration for Sport
- analysing how equitable participation in group activities can influence outcomes in physical activity
- investigating the impact of performance-enhancing drugs on individuals and sporting codes
Year 9 and 10 Achievement Standard

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Glossary

Advocate (v)
To argue in support of a cause or position, or speak out and act on behalf of yourself or another to ensure that your or others’ interests are taken into account.

Analysе
To consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Apply
To use, utilise or employ in a particular situation.

Change (n)
Change is situational and refers to external conditions such as different stages in a young person’s life, including puberty and adolescence; moving from primary school to secondary school on a different site; or moving between different cultures defined by different behavioural expectations, such as moving between home and school for an EAL/D student or a student caring for parents with a disability.

Community health
Focuses on work within defined communities to maintain and improve the health and wellbeing of all people in that community through collective action.

Compare
To estimate, measure or note how things are similar or dissimilar.

Contextual factors
A range of factors that can influence health, safety, wellbeing and physical activity participation. These factors 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.
CPR
Abbreviation for cardiopulmonary resuscitation. CPR is an emergency procedure in which the heart and lungs are made to work by manually compressing the chest overlying the heart and forcing air into the lungs.

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

Critical inquiry approach
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. This 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 analyse 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. In Health and Physical Education it could include:

- exploring and experimenting with different offensive and defensive strategies in games and sports to determine an agreed game plan
- investigating different forms of skill practice to determine the most effective for a given skill
- identifying a key issue linked to the ethical use of mobile technologies in school, at home and in social situations, and developing critical questions to actively seek and propose solutions
- investigating the physical, social and psychological impact of drugs such as energy drinks on young people's health and wellbeing
- investigating, challenging stereotypes about and advocating for young people's involvement in community actions.
Critically evaluate

To evaluate 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. In Health and Physical Education it could involve:

using established guidelines and procedures, such as *The Australian Dietary Guidelines* or guidelines to address sedentary behaviour, to suggest healthy eating options for inclusion on the school canteen menu or ways to increase and promote physical activity at school

using survey data gathered from students and making suggestions on how to address an identified issue within the school, such as safety in the playground or protocols for dealing with bullying and harassment.

Demonstrate

To give a practical exhibition or explanation.

Describe

To give an account of characteristics or features.

Design (v)

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

Develop

To elaborate or expand in detail.

Dimensions of health

These are the variables that influence an individual’s level of overall health. The variables, frequently referred to as dimensions, are physical, social, emotional, mental and spiritual.

Discrimination

The unjust or prejudicial treatment of someone. The types of discrimination that students must learn about include racial, sex and gender discrimination; homophobia; and transphobia.

Discuss

To talk or write about a topic, taking into account different issues or ideas.
**Dispositions**

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

**Distinguish**

To recognise point/s of difference.

**Drug**

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

**Elements of movement**

The variables that are combined in composing and performing movement. The elements of movement are effort, time, space and relationships.

**Emotional health**

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

**Evaluate**

To examine and judge the merit or significance of something.

**Examine**

To determine the nature or condition of something.

**Explain**

To provide additional information that demonstrates understanding of reasoning and/or application.

**Familiar (adj)**

Previously encountered in prior learning activities.
First aid
The initial care of the ill or injured, usually given by someone who is on the scene when a person becomes ill or injured.

Fundamental movement skills
Provide 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, skipping, floating and moving the body through water to safety
- object control skills — bouncing, throwing, catching, kicking, striking.

Gender
Refers to those characteristics of women and men that are socially constructed. It is complex and involves a number of components, including biological sex (male or female), gender identity (the psychological sense of being male or female) and social sex role (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. Sex- and/or gender-diverse people include many different groups, including transsexual, transgender, androgy nous, people without sex and gender identity, and cross-dressers.

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 cardiovascular fitness, flexibility, muscular endurance and strength.

**Identify**

To establish or indicate who or what someone or something is.

**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 explain the meaning of information or actions.

**Intersex**

Relates 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**
The sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.

**Locomotor skills**
Locomotor movement is when you move from one place to another. Locomotor skills include rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.

**Manipulate**
To adapt or change.

**Manipulative skills**
Movement skills that require an ability to handle an object or piece of equipment with control, such as kicking, striking, dribbling or catching a ball.

**Mental health**
Refers to a person’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 that are 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

These provide 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 elements

The variables that are combined in composing and performing movement. The elements of movement are effort, time, space and relationships.

Movement exploration

Discovering the body's potential for movement by experimenting with different ways to move.

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.

Non-locomotor skills

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

Organise

To form as or into a whole consisting of a sequence or interdependent parts.
**Outdoor recreation**

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

**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**

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. It is commonly conceptualised as being made up of **health-related components** (such as cardiovascular fitness, flexibility, muscular endurance, and strength) and **skill-related components** (such as agility, balance, coordination, reactions, rhythm, power and speed).

**Plyometric**

A form of resistance training that uses jumping, throwing, hopping and other explosive movements to develop muscular power.

**Predict**

To suggest what might happen in the future or as a consequence of something.

**Preventive health**

Preventive health directs resources to the prevention of ill-health, the promotion of individual and community health, and the reduction of health inequalities.

**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.
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 person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.

Resilient
The ability to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events.

Respond
To react to a person or text.

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
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

Refers to 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. Sexuality 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.

Skill-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, reactions, rhythm, power and speed.

Social health

Social health is concerned with how individuals interact with the people around them, and with social institutions and social values and norms.

Solve

To work out a correct solution to a problem.

Specialised movement skills

Refers to movement skills that are required in more organised games and activities. Examples of specialised movement skills include fielding a groundball in softball, climbing a rock wall, and performing a grapevine step in dance.
**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.

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**Sport**

A human activity which has physical exertion and skills as the primary focus, with elements of competition, and for which rules and patterns of behaviour governing the activity exist formally through organisations.

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**Strengths-based approach**

Focuses on the capacities, competencies, values and hopes of all students, regardless of their current circumstances, to optimise their own health and that of others. Its foundation is the concept of *salutogenesis*, which looks to extend preventive health to the creation of health through individual, community and societal resources and assets.

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**Suggest**

To put forward for consideration.

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**Summarise**

To give a brief statement of the main points.

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**Synthesise**

To combine elements (information/ideas/components) into a coherent whole.

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**Transitions**

Refers to the 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: the 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.

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**Understand**

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

Not previously encountered in prior learning activities.

Wellbeing

Relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience.
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<td>Identify personal strengths</td>
<td>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities</td>
<td>Examine how success, challenge and failure strengthen personal identities</td>
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<td>Investigate the impact of transition and change on identities</td>
<td>Evaluate factors that shape identities and analyse how individuals impact the identities of others</td>
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<tr>
<td>Name parts of the body and describe how their body is growing and changing</td>
<td>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these</td>
<td>Explore strategies to manage physical, social and emotional change</td>
<td>Investigate resources and strategies to manage changes and transitions associated with puberty</td>
<td>Evaluate strategies to manage personal, physical and social changes that occur as they grow older</td>
<td>Examine the impact of changes and transitions on relationships</td>
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<tr>
<td>Identify people and demonstrate protective behaviours that help keep themselves safe and healthy</td>
<td>Practise strategies they can use when they need help with a task, problem or situation</td>
<td>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</td>
<td>Investigate community resources and strategies to seek help about health, safety and wellbeing</td>
<td>Practise and apply strategies to seek help for themselves or others</td>
<td>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk</td>
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<tr>
<td>Recognise situations and opportunities to promote health, safety and wellbeing</td>
<td>Identify and practise strategies to promote health, safety and wellbeing</td>
<td>Plan and practise strategies to promote health, safety and wellbeing</td>
<td>Investigate and select strategies to promote health, safety and wellbeing</td>
<td>Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices</td>
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<tbody>
<tr>
<td>Practise personal and social skills to interact with and include others</td>
<td>Describe ways to include others to make them feel that they belong</td>
<td>Describe how respect, empathy and valuing difference can positively influence relationships</td>
<td>Practise skills to establish and manage relationships</td>
<td>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing</td>
<td>Investigate how empathy and ethical decision making contribute to respectful relationships</td>
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<td>Identify and describe emotional responses people may experience in different situations</td>
<td>Identify and practise emotional responses that account for own and others’ feelings</td>
<td>Investigate how emotional responses vary in depth and strength</td>
<td>Examine the influence of emotional responses on behaviour and relationships</td>
<td>Examine the influence of emotional responses on behaviour and relationships</td>
<td>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses</td>
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<tr>
<td>Examine health messages and how they relate to health decisions and behaviours</td>
<td>Discuss and interpret health information and messages in the media and on the Internet</td>
<td>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</td>
<td>Develop skills to evaluate health information and express health concerns</td>
<td>Evaluate and apply health information from a range of sources to health decisions and situations</td>
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</tbody>
</table>
## Health and Physical Education

<table>
<thead>
<tr>
<th>Sub-strand 3: Contributing to healthy and active communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td>Identify actions that promote health, safety and wellbeing</td>
</tr>
<tr>
<td>Participate in play that promotes engagement with outdoor settings and the natural environment</td>
</tr>
<tr>
<td>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-strand 1: Moving our body</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
</tr>
<tr>
<td>Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli</td>
</tr>
<tr>
<td>Construct and perform imaginative and original movement sequences in response to stimuli</td>
</tr>
<tr>
<td>Participate in games with and without equipment</td>
</tr>
</tbody>
</table>
## Sub-strand 2: Understanding movement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Foundation</th>
<th>Year 1-2</th>
<th>Year 3-4</th>
<th>Year 5-6</th>
<th>Year 7-8</th>
<th>Year 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore how regular physical activity keeps individuals healthy and well</td>
<td>Discuss the body’s reactions to participating in physical activities</td>
<td>Examine the benefits of physical activity and physical fitness to health and wellbeing</td>
<td>Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing</td>
<td>Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans</td>
<td>Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels</td>
<td></td>
</tr>
<tr>
<td>Identify and describe how their body moves in relation to effort, space, time, objects and people</td>
<td>Incorporate elements of effort, space, time, objects and people in performing simple movement sequences</td>
<td>Combine the elements of effort, space, time, objects and people when performing movement sequences</td>
<td>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</td>
<td>Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance</td>
<td>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences</td>
<td></td>
</tr>
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<td>Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding</td>
<td>Participate in and investigate the cultural and historical significance of a range of physical activities</td>
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<td>Cooperate with others when participating in physical activities</td>
<td>Use strategies to work in group situations when participating in physical activities</td>
<td>Adopt inclusive practices when participating in physical activities</td>
<td>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</td>
<td>Practise and apply personal and social skills when undertaking a range of roles in physical activities</td>
<td>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams</td>
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<td>Test possible solutions to movement challenges through trial and error</td>
<td>Propose a range of alternatives and test their effectiveness when solving movement challenges</td>
<td>Apply innovative and creative thinking in solving movement challenges</td>
<td>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</td>
<td>Evaluate and justify reasons for decisions and choices of action when solving movement challenges</td>
<td>Transfer understanding from previous movement experiences to create solutions to movement challenges</td>
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</tr>
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<td>Follow rules when participating in physical activities</td>
<td>Identify rules and play fairly when participating in physical activities</td>
<td>Apply basic rules and scoring systems, and demonstrate fair play when participating</td>
<td>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities</td>
<td>Modify rules and scoring systems to allow for fair play, safety and inclusive participation</td>
<td>Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities</td>
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## Sub-strand 3: Learning through movement

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