

The Australian Curriculum

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The Australian Curriculum Health and Physical Education

Health and Physical Education

Overview

Rationale

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

Technology and media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. New forms of physical activity will become available. Students need critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Aims

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.

Key ideas

Health and Physical Education propositions

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 need 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 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) 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, 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.

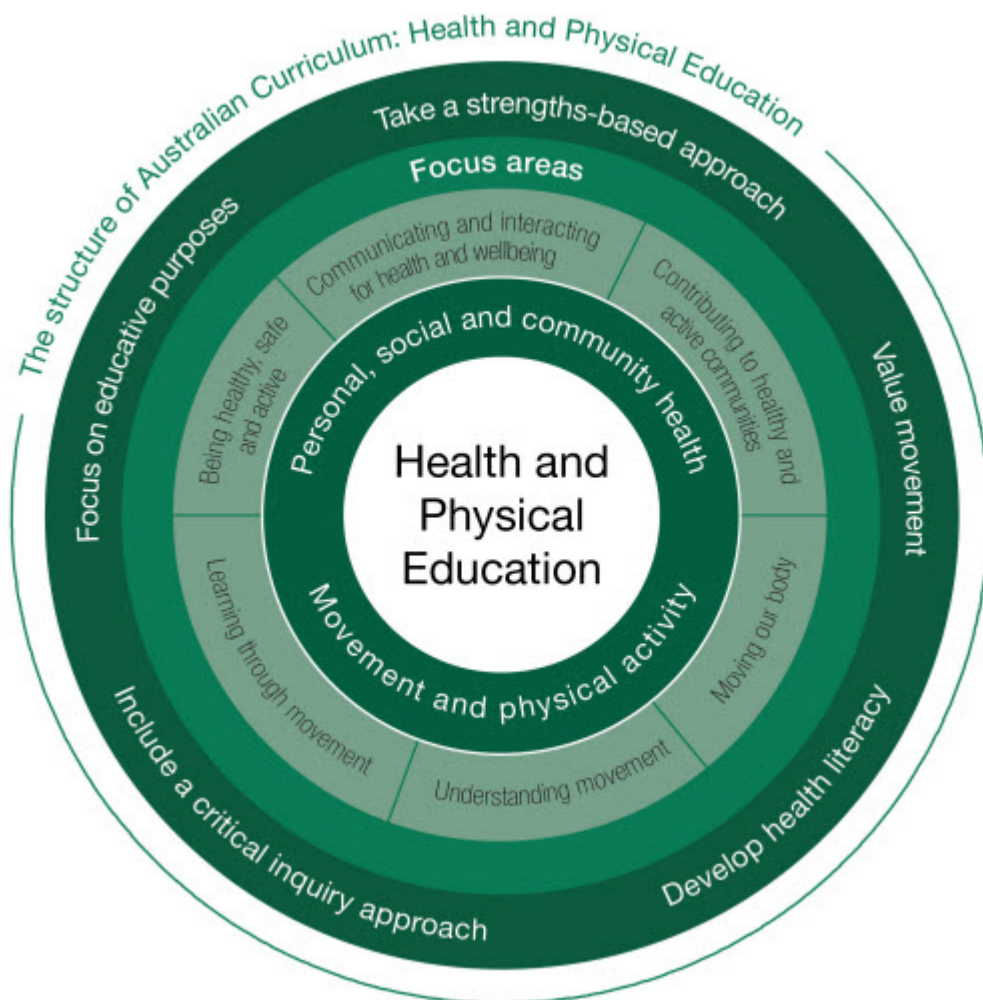
Importance of a healthy school environment

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.

Structure

Strands, sub-strands and threads

The Australian Curriculum: Health and Physical Education 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.



Focus areas

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 activities (RE)

Figure 1: The structure of the Australian Curriculum: Health and Physical Education

Table 1: Overview of sub-strands and threads in the Australian Curriculum: Health and Physical Education

Sub-strands and threads	Strands	
	Personal, social and community health	Movement and physical activity
	Being healthy, safe and active <ul style="list-style-type: none"> Identities Changes and transitions Help-seeking Making healthy and safe choices 	Moving our body <ul style="list-style-type: none"> Refining movement skills Developing movement concepts and strategies
	Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Interacting with others Understanding emotions Health literacy 	Understanding movement <ul style="list-style-type: none"> Fitness and physical activity Elements of movement Cultural significance of physical activity
	Contributing to healthy and active communities <ul style="list-style-type: none"> Community health promotion Connecting to the environment Valuing diversity 	Learning through movement <ul style="list-style-type: none"> Teamwork and leadership Critical and creative thinking in movement Ethical behaviour in movement settings

Relationship between the strands

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 must be taught in each year from Foundation to Year 10. 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. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum as part of the HPE curriculum.

Sub-strands

1. Being healthy, safe and active

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. It develops the knowledge, understanding and skills to support students to be resilient. It 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 needed to be active individuals.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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 12 focus areas provide the breadth of learning across Foundation to Year 10 that must be taught 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.

Advice on appropriate timing for addressing each focus area is provided in Table 2 below 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 the relevant 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.

Across the Health and Physical Education curriculum from Foundation to Year 10, the focus areas that must be addressed in each band of learning are those indicated with a tick in Table 2 below.

Table 2: Focus areas across the learning continuum

Focus area	Foundation – Year 2	Years 3–6	Years 7–10
Alcohol and other drugs (AD)	✓ Medicines only	✓	✓
Food and nutrition (FN)	✓	✓	✓
Health benefits of physical activity (HBPA)	✓	✓	✓
Mental health and wellbeing (MH)	✓	✓	✓
Relationships and sexuality (RS)	✓ Relationships only	✓	✓
Safety (S)	✓	✓	✓
Active play and minor games (AP)	✓	✓	N/A
Challenge and adventure activities (CA)	N/A	✓	✓
Fundamental movement skills (FMS)	✓	✓	N/A
Games and sports (GS)	N/A	✓	✓
Lifelong physical activities (LLPA)	N/A	✓	✓
Rhythmic and expressive activities (RE)	✓	✓	✓

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.

PDF documents

Resources and support materials for the Australian Curriculum: Health and Physical Education are available as PDF documents.

Health and Physical Education: Sequence of content

Health and Physical Education: Sequence of achievement

Health and Physical Education: Focus Areas

Health and Physical Education

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 gives students opportunities 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 who 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.

Focus areas to be addressed in Foundation include:

- 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	Elaborations
Identify personal strengths (ACPPS001) 	<ul style="list-style-type: none">• 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 

Name parts of the body and describe how their body is growing and changing (ACPPS002)



- 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 and other actions that help keep themselves safe and healthy (ACPPS003)



- identifying characters in different texts who help the main character to stay safe and healthy
- identifying knowledge, skills and understandings that can help keep them safe and healthy
- 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
- suggesting safe places at home, at school, while playing or while shopping and identifying what makes those places safe

Communicating and interacting for health and wellbeing

Elaborations

Practise personal and social skills to interact positively with 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)



- 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



- reading and viewing stories about adventures and talking about how characters feel and react when taking risks



- talking about connections between feelings, body reactions and body language



- exploring how someone might think and feel during an emergency



Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing (ACPPS006)



Elaborations

- 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



- looking at different ways the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers



Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)



- 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



- playing traditional Aboriginal and Torres Strait Islander games such as Kolap using natural materials



Movement and Physical Activity

Moving our body

Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)



Elaborations

- 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



Understanding movement

Elaborations

Explore how regular physical activity keeps individuals healthy and well (ACPMP010)



- describing their feelings after participating in different physical activities



- describing how the body responds to participating in different physical activities



- sharing the things they enjoy about being physically active



- identifying how regular physical activity can help keep people healthy



Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)



- moving at different speeds and in different directions with others in a designated area



- demonstrating the difference between personal space and general space in physical activities



- describing body positions when performing a range of different movements



Learning through movement

Elaborations

Cooperate with others when participating in physical activities (ACPMP012)



- working with a partner or small group to complete a movement task or challenge



- mirroring a partner while moving to music



- using words and body language to communicate intentions clearly when playing minor games



Test possible solutions to movement challenges through trial and error (ACPMP013)



- attempting different ways to solve a movement challenge and discussing which ways were successful or not



- trialling a number of techniques when trying new movement activities



- making positive choices when faced with a decision about how they participate in a movement activity



- performing a new movement task for others in their group or class



Follow rules when participating in physical activities
(ACPMPO14)



- following instructions for personal safety and fair play



- responding to a whistle and commands when participating in physical activities



- identifying boundaries such as personal space and playing area



- demonstrating appropriate use of equipment

Health and Physical Education

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 identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with 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.

Health and Physical Education

Years 1 and 2

The curriculum for Years 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.

Focus areas to be addressed in Years 1 and 2 include:

- 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).





Years 1 and 2 Content Descriptions

Personal, Social and Community Health

Being healthy, safe and active	Elaborations
<p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)</p> <p>  </p>	<ul style="list-style-type: none">• 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 feel uncomfortable, unsafe or 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 a network of people who can help

- describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe


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

Elaborations

Describe ways to include others to make them feel 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



- talking about the role of kinship as an important part of Aboriginal and Torres Strait Islander cultures



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

Elaborations

Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)



- creating a bank of movement games and physical activity cards students can select from and play during lesson breaks and before or after school



- exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class



- exploring how fruit and water breaks help support class health and wellbeing
- recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis



- explaining and demonstrating how being fair and respectful contributes to class health and wellbeing



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

Moving our body

Elaborations



Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)



- performing locomotor movements using different body parts to travel in different directions

- performing fundamental movement skills involving controlling objects with equipment and different parts of the body

- demonstrating balances and describing what helps to maintain stable positions

- demonstrating how to transfer weight from one part of the body to another

- demonstrating changes in speed, direction and level of movement in response to changes in music tempo

- creating, following, repeating and altering movement sequences and games in response to rhythm, music or words

- selecting and implementing different movement skills to be successful in a game

- constructing and performing imaginative and original movement sequences in response to stimuli


Create and participate in games with and without equipment (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

Discuss the body's reactions to participating in physical activities (ACPMP028)



Elaborations

- participating in activities of different intensity and comparing the body's reactions

- identifying positive feelings they experience when participating in physical activities

- participating in new and unfamiliar activities and describing how they felt about the experience


Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)



- comparing different types of movements and identifying which ones are easier and harder and why this might be the case



- performing movements under, over, through and between objects, people and equipment



- demonstrating how they can balance on different parts of the body and make different shapes



Learning through movement

Elaborations

Use strategies to work in group situations when participating in physical activities (ACPMP030)



- working cooperatively with a partner when practising new skills



- describing and demonstrating how to include others in physical activity



- suggesting and trialling how a game can be changed so that everyone can be involved



Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)



- predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective



- asking for and responding to feedback from peers or teachers on their performance



- reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully



Identify rules and fair play when participating in physical activities (ACPMP032)



- explaining why rules are needed in games and physical activities



- demonstrating turn-taking and sharing equipment when participating in minor games



- explaining how rules contribute to fair play and applying them in group activities



- talking about how and when classmates and others have demonstrated fair play



Health and Physical Education

Years 1 and 2 Achievement Standard

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to 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 a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Health and Physical Education

Years 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 Years 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 gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Focus areas to be addressed in Years 3 and 4 include:

- 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).

Years 3 and 4 Content Descriptions

Personal, Social and Community Health	
Being healthy, safe and active	Elaborations

Explore how success, challenge and failure strengthen identities (ACPPS033)



- exploring factors that support personal achievement and development of personal identities, such as the influence of family, friends and school



- suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking



- persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities



- explaining how meeting challenges makes them feel good about themselves and builds confidence to try new things



- talking about how overcoming a challenge or adversity can unite a group of diverse people



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 diversity can positively influence relationships (ACPPS037)



Elaborations

- 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



- describing safe bystander behaviour when they notice unfair treatment



- talking about how reconciliation in Australia builds relationships



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 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



Contributing to healthy and active communities

Elaborations

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

Moving our body

Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)



Elaborations

- performing activities where locomotor and object control skills are combined to complete a movement, task or challenge

- 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

- using a surface dive and propelling the body underwater to recover an object

- performing tumbling routines using rolling actions, incline, weight transfer, flight and balances

- performing routines incorporating different jumping techniques and connecting movements


Practise and apply movement concepts and strategies with and without equipment (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

Elaborations

Examine the benefits of physical activity to health and wellbeing (ACPMP046)



- examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness
- collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness



- exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations



Combine 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



Participate in physical activities from their own and other cultures (ACPMP108)


















- participating in Aboriginal and Torres Strait Islander dances and dance routines from different cultures, such as Tinikling from the Philippines, Polynesian dance, Japanese parasol dance



- participating in children's games from other cultures such as Keentan



Learning through movement	Elaborations
<p>Adopt inclusive practices when participating in physical activities (ACPMP048)</p> 	<ul style="list-style-type: none"> • using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy  • working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates  • modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space 
<p>Apply innovative and creative thinking in solving movement challenges (ACPMP049)</p> 	<ul style="list-style-type: none"> • 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 
<p>Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)</p> 	<ul style="list-style-type: none"> • 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  • talking about where and when they have witnessed fairness and inclusion in a game situation 

Health and Physical Education

Years 3 and 4 Achievement Standard

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, 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 apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Health and Physical Education

Years 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. Students 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 Years 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.

Focus areas to be addressed in Years 5 and 6 include:

- 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).

Years 5 and 6 Content Descriptions

Personal, Social and Community Health	
Being healthy, safe and active	Elaborations

Examine how identities are influenced by people and places (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, popular culture and the media influence how individuals interact and the choices they make in given situations



- discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds



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 ways 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 and its relevance to peers



- 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



- selecting and practising appropriate ways to share power within relationships



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



- exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations



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



- exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact on community values



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



- discussing 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 natural and built environments (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



Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)



- exploring initiatives sporting and community groups use to counter all forms of 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



- exploring ways to create safe and inclusive schools for minority groups



Movement and Physical Activity

Moving our body

Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)



Elaborations

- 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

- composing and 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

- performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing



- designing a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another



- experimenting with different music genres such as Indian bhangra music when performing creative dances



Propose and apply movement concepts and strategies with and without equipment (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

Elaborations

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 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 others' 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 Krok (from Thailand) and Australian Rules football, lacrosse and Gaelic football



Learning through movement

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)



Elaborations

- 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 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



Health and Physical Education

Years 5 and 6 Achievement Standard

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on 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, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. 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 sequences 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 performing movement sequences.

Health and Physical Education

Years 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 Years 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. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students 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.

Focus areas to be addressed in Years 7 and 8 include:

- 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).

Years 7 and 8 Content Descriptions

Personal, Social and Community Health	
Being healthy, safe and active	Elaborations

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 and associated responsibilities
- 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
 - developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others
-

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
- discussing emotional responses to interactions within relationships, and proposing strategies to seek help

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
- 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

Elaborations

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
- exploring skills and strategies needed to communicate and engage in relationships in respectful ways



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
- exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others



Evaluate health information and communicate their own and others' health concerns (ACPPS076)



- analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions



- 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



- developing health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues



Contributing to healthy and active communities

Elaborations

Plan and use health practices, behaviours and resources to enhance 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



- explore how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples



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



Investigate 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 ability and how resisting stereotypes can help students be themselves



- researching how stereotypes and prejudice are challenged in local, national and global contexts



- developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities










Movement and Physical Activity

Moving our body

Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)



Elaborations

- 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

- 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

- travelling, marking and intercepting to achieve and retain possession

- designing and performing movement sequences to travel around, over, under and through natural or built obstacles


Practise, apply and transfer movement concepts and strategies with and without equipment (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 ones when solving new movement challenges with and without equipment



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 movement sequences (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



- explaining how individual or team performance has improved through modifications to effort, space and time



Participate in and investigate 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



Learning through movement

Elaborations

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 (ACPMPO88)



- 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



Health and Physical Education

Years 7 and 8 Achievement Standard

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select 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 safety, 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 sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Health and Physical Education

Years 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 critically analyse and 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 Years 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.

Focus areas to be addressed in Years 9 and 10 include:

- 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).

Years 9 and 10 Content Descriptions

Personal, Social and Community Health	
Being healthy, safe and active	Elaborations

Evaluate factors that shape identities and critically 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, abilities, gender, sexuality, 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 short or long term 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

Elaborations

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



- investigating the characteristics of positive, respectful relationships and the rights and ethical 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



- Practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans

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



Critically analyse 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



- evaluating strategies and actions to increase personal safety and planning to promote these in the school and community



Contributing to healthy and active communities

Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)



Elaborations

- creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community



- developing and implementing proposals to enhance the wellbeing of staff and students in the school



- investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities



- 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



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 health and wellbeing of diverse 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, kinship structures and broader community play in the lives of Aboriginal and Torres Strait Islander Peoples



- critically analysing messages about being male or female in popular culture and considering the impact these might have on individual and community health and wellbeing



- critiquing media representations of diverse people and analysing what makes (or could make) the representations inclusive



Movement and Physical Activity

Moving our body

Elaborations

Provide and apply feedback to develop and refine specialised movement skills in a range of 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 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 with and without equipment (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

Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)



- 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



- investigating target training heart-rate zones for a range of different people and how these zones relate to health, wellbeing and fitness



- 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



- using non-specialised equipment to develop health- or skill-related fitness circuits that can be used by family or community members



Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)



- experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths



- demonstrating and describing how the body can absorb force



- creating a group performance that demonstrates synchronous and individual movements



- using ICT to analyse movements and enhance movement sequences and performances



Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)



- 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



- researching the trends in participation in organised junior sports and predicting future trends and directions



- investigating the varied perspectives held by Australians on sport and examining how this diversity is represented in the sports we play today



- exploring the impact of media messages associated with physical activity, outdoor recreation and sport in Australia



- analysing the significant contributions Aboriginal and Torres Strait Islander people make, and have made, to sport in Australia



Learning through movement

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)



Elaborations

- evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all



- using self-talk and encouragement to motivate themselves and team members to continue to participate and improve performance



- creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles



- identifying and critiquing leadership styles and group/team dynamics through collaboratively solving initiative games



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



Health and Physical Education

Years 9 and 10 Achievement Standard

By the end of Year 10, students critically analyse contextual factors that influence 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 judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Health and Physical Education

Glossary

access

To gather information from a variety of sources.

active play

Any form of regular *physical activity* that children do, which includes moderate to vigorous bursts of high energy, and which raises their heart rate and makes them 'huff and puff'. *Active play* can occur indoors or outdoors, alone, with a partner or in a group. Active play may be structured and can involve rules, time limits or special equipment or *play* can be unstructured, or spontaneous. As well as giving children an opportunity to be physically active, *play* can *develop* skills such as persistence, negotiation, problem-solving, planning and cooperation.

advocate (verb)

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

analyse

To *examine* and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and *identify* patterns, similarities and differences.

apply

To use in a particular situation.

border crossing

Negotiating ways of moving between different *cultures* or between a marginalised and dominant *culture*.

challenge and adventure activities

Physical activities designed to challenge students physiologically, behaviourally and socially in diverse contexts and environments. These activities include: *initiative games*, *movement challenges* (as individuals and in teams or groups), recreational activities in natural and outdoor settings and navigational challenges. With *access* to specialised facilities and equipment, and relevant teacher expertise, these activities can also include: bushwalking, camping, biathlon and triathlon, martial arts, rock climbing, canoeing and kayaking, cycling (mountain biking, BMX, road and track cycling), surfing, skiing (snow or water) and swimming for performance (with a focus on *technique*). These activities can give students opportunities to assess hazards and manage risk.

change (noun)

Change is about something or someone becoming different. It is situational and in HPE refers to a range of circumstances 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 a parent with a disability or mental illness.

communicate

To convey and listen to specific information, knowledge, understanding, processes, skills, opinions, beliefs, perspectives, needs and emotions to and from others.

community

A group of people linked by a common social structure and sense of belonging. This may be based on location, *gender*, interests, cultural background or political or religious beliefs. It may also refer to a virtual *community*.

community health

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

compare

To observe or note how things are similar or different.

compose

To bring together a sequence of movements, concepts or words.

contextual factors

A range of factors that can influence *health*, *safety*, *wellbeing* and participation in *physical activity*. These factors include personal, social, cultural, economic and political factors that exist in differing ways and have varying impacts across population groups.

CPR

An abbreviation for cardiopulmonary resuscitation. *CPR* is an emergency procedure in which a heart and lungs are made to work by manually compressing the chest overlying the heart and forcing air into the lungs.

create

To invent or *design* a movement, movement sequence, plan or idea.

creative movement

A movement that evolves from a student's own thoughts, experiences, ideas and imagination in response to stimuli in dance, games, *sport* and adventure activities.

critical inquiry approach

To question the social, cultural and political factors that influence *health* and *wellbeing*. This involves critical analysis and critical evaluation of *health* and *physical activity* knowledge to make informed judgements and take appropriate individual and collective action. Students explore matters such as inclusiveness, power inequalities, assumptions, *diversity* and social justice and *develop* strategies to improve their own and others *health* and *wellbeing*.

critically analyse

To *analyse* an issue, information or data to form a judgement. 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 and challenging stereotypes about and advocating for young people's involvement in *community* actions.
-

critically evaluate

To appraise an issue or information to form a critical judgement. It involves presenting and defending opinions about information; making informed judgements or decisions about the worth, validity and reliability of opinions, information, ideas and knowledge. In health and physical education it could involve:

- critically evaluating established guidelines and procedures, such as the *Australian Dietary Guidelines* or guidelines to address *sedentary behaviour*, to *suggest* ways to accommodate different cultural patterns of eating and healthy eating options for inclusion on the school canteen menu, or ways to increase and promote *physical activity* at school
- evaluating 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
- scrutinising the equity of a policy or program to determine whether all individuals and groups are able to participate equally.

culture

Shared stories, beliefs, attitudes and behaviours that give a group or individual a sense of who they are and help them make sense of the world in which they live. *Culture* is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has *culture* – it is a lens through which we see the world.

demonstrate

To show by example, give a practical exhibition or explanation.

describe

To give an account of characteristics or features.

design (verb)

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

develop

To *create* something, *elaborate* or expand in detail.

dimensions of health

Variables that influence an individual's level of overall *health*. The variables, frequently referred to in Health and Physical Education as dimensions are: physical, social, emotional, mental and spiritual.

discrimination

An unjust or prejudicial treatment of someone. The types of *discrimination* that students must learn about include racial, levels of ability, 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.

diversity

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

drug

Any substance (excluding food, water and oxygen) that, when taken into a body, alters its function physically or psychologically. These substances include prescription *drugs*, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs.

elaborate

To expand with detail.

elements of movement

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

emotional health

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

enhance

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

evaluate

To *examine* and judge the merit, significance or value of something.

examine

To determine the nature or condition of something.

explain

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

familiar (adj.)

Content, process or approach previously encountered in 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.

food and nutrition

Refers to food groups and recommendations for healthy eating across the lifespan as well as sustainable strategies for healthy eating and nutrition, food labelling, packaging and food advertising. It acknowledges personal, social, economic and cultural influences on food choices and eating habits.

fundamental movement skills

The foundation movements or precursor patterns to more specialised, complex skills in games, *sports*, dance, gymnastics and physical *recreation* activities. They provide the foundation for human movement and 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.

games and sports

Modified games, traditional games or *sports*, culturally significant *games and sports* (such as traditional Indigenous games and games of significance from the Asia region) and non-traditional *games and sports* (including student-designed games). Most *games and sports* can be classified into invasion games, net and wall games, striking and fielding games and target games.

gender

Refers to the concepts of male and female as well as the socially constructed expectations about what is acceptable for males and females including behaviour, dress and interests. These expectations vary across history and different *cultures*. Legally, there are more than two *genders*, and a person may *identify* as male, female, neither male nor female or both.

gender diverse

A broad term that includes people who may *identify* as *transgender*, non-binary or who feel that their *gender identity* does not align with the sex assigned to them at birth and/or society's expectations. A person may *identify* as male, female, neither or both.

gender identity

Refers to a person's sense of being masculine or feminine, both or neither, and how they *identify*. *Gender identity* does not necessarily relate to the sex assigned at birth.

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

A state of complete physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity. It includes the ability to lead a socially and economically productive life.

health benefits of physical activity

Refers to the influence and impact regular *physical activity* participation has on individual and *community* social and *emotional health* and *wellbeing*. It involves making active choices and exploring the range of influences on *physical activity* participation and choices.

health literacy

An 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. This includes online information and websites as well as information from friends, family and health professionals. *Health literacy* has three dimensions: functional, interactive and critical.

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, portrayal of 'healthy' choices in the media or messages from families and peer groups.

health-related fitness

Physical fitness is considered a measure of a 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 *recognise* or name someone or something.

identities

Individual characteristics (including thoughts, ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social group. Identity refers to all things that define who we are at any given moment in our lives. It is not static. We construct our *identities* according to things such as where we come from, what we believe in, who we relate to, how we belong, how we behave and what we do.

initiative games

Fun, cooperative, challenging games that require groups to collaborate 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 away from conventional ideas of 'male' and 'female'. An *intersex* person may have a combination of 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. Most *intersex* people *identify* as male or female.

investigate

To plan, collect, *interpret* data/information.

justify

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

kinaesthetic

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

kinship

A feature of Aboriginal and Torres Strait Islander Peoples' social organisation and family relationships. It is a complex system that determines how people relate to each other and their roles, responsibilities and obligations in relation to one another, ceremonial business and land.

lifelong physical activities

Physical activities that can *enhance health* and *wellbeing* across the lifespan including individual and group activities and active *recreation* activities. With *access* to specialised facilities, equipment and expertise, these activities can include swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.

locomotor skills

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

manipulate

To adapt or change.

manipulative skills

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

A state of *wellbeing* in which an individual thrives and can manage normal stresses of life, work and *recreation*. Social, emotional and spiritual resilience, which enables people to enjoy life and survive pain, disappointment and sadness. It is a positive sense of *wellbeing* and an underlying belief in our own and others' dignity and worth.

minor games

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

modified games

Games or *sports* that are simplified to suit the skills, strategic understandings and characteristics of students through alterations to the game's constraints such as rules, equipment and/or the size of the playing area.

movement challenges

Movement tasks that require individual students or groups of students to use a problem-solving approach to solve a problem to successfully complete the task. The solution can be verbalised, documented or demonstrated physically.

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 teammate or hitting a ball away from opponents 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 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 a body's potential for movement by experimenting with different ways to move.

movement sequence

A combination of *fundamental movement skills* and *movement elements* to enable a body and/or objects to move in response to a stimulus; or a planned order of movements.

movement situation

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

non-locomotor skills

Moving on the spot without any *change* in location. These skills include bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping, dodging and balancing.

organise

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

outdoor recreation

Physical activity in outdoors or natural settings, which provides opportunities to connect individually, in small groups or as a *community* to the outdoor environment.

perform

To execute a movement or movement sequence such as a volleyball set, folk dance, ball skills or teamwork skills.

physical activity

Body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure. *Physical activity* is a broad term that includes playing *sport*; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active *recreation*.

physical fitness

A measure of a 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 a set of attributes that people have or achieve relating to the ability to *perform physical activity*. 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).

play

Play is an activity that is positively valued by the player, self-motivated, freely chosen, and engaging. Children actively involved in *play* may be engaged in a variety of activities, independently, with a partner or in a group. Play can occur indoors or outdoors. It is closely tied to the cognitive, socio-emotional, and motor development of young children, and is an important part of developmentally appropriate early years learning. Benefits of a play can include persistence, negotiation, problem-solving, planning and cooperation.

plyometrics

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

practise (verb)

To repeat and rehearse an activity or exercise for the purpose of improvement or to maintain proficiency.

predict

To *suggest* what might happen in the future or as a consequence of some action occurring.

preventive health

Behaviours and decisions that direct resources to the prevention of ill health, promotion of individual and *community health*, and reduction of *health* inequalities.

recognise

To be aware of or acknowledge and make connections.

recreation

An activity in which people enjoy participating during their free time. *Recreation* is often recognised as having socially worthwhile qualities. Active recreation requires physical exertion.

refine

To improve and hone knowledge, understanding and skills by making subtle or fine distinctions.

reproductive health

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

resilience

A capacity to deal constructively with *change* or challenge, allowing a person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. *Resilience* is an integral part of learning as it underpins the ability to *respond* positively to setbacks or mistakes.

resilient

Able to deal constructively with *change* or challenge, allowing them to maintain or re-establish their social and emotional wellbeing in the face of difficult events.

respond

To react to a person or text.

rhythmic and expressive movement

Movement that is *composed* and performed in response to stimuli such as equipment, beats and sounds, images, words or themes. It includes *creative movement*, *movement exploration*, dance styles and dance elements. With specialised facilities, equipment and expertise, it can also include circus skills, tai chi, yoga, rhythmic gymnastics and educational gymnastics.

safety

Relates to *safety* issues that students may encounter in their daily lives, assessing risk, making safe decisions and behaving in ways that protect their own *safety* and that of others. It includes making safe decisions that keep people healthy in situations and places such as school, home, on roads, outdoors, near and in water, parties, online, *first aid*, relationships and dating, and personal *safety*.

Children and young people will seek out risks elsewhere, in environments that are not controlled or designed for them, if a *play* and *physical activity* provision is not challenging enough. Important learning can take place when children are exposed to, and have to learn to deal with, environmental hazards.

same-sex attracted

A term used to *describe* someone who is physically, emotionally, sexually or spiritually attracted to a person of the same sex. They may or may not be attracted to people of other *genders* and may or may not *identify* as gay, lesbian or bisexual.

sedentary behaviour

Activities that do not increase energy expenditure higher than resting levels and usually involve sitting or lying down. They can include watching screens (television, gaming, texting or using a computer and other devices), sitting and talking, reading, writing and listening to presentations.

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 that shapes personal and social *identities*, perspectives and interactions.

sense of self

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

sexual health

A state of physical, mental and social wellbeing in relation to *sexuality*. It requires a positive and respectful approach to *sexuality* and sexual relationships, as well as a possibility of having pleasurable and safe sexual experiences, free of coercion, *discrimination* and violence.

sexuality

A central aspect of being human throughout life. It is influenced by an interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. It is experienced and expressed in thoughts, feelings, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.

skilled play

Components of *skilled play* include agility, endurance, *resilience*, courage, communication, willingness to *play* fairly, game sense and technical ability.

skill-related fitness

Physical fitness is considered a measure of a 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

An ability to form satisfying interpersonal relationships with others. It also relates to an ability to adapt comfortably to different social situations, social institutions, social values and norms, and act appropriately in a variety of settings. This requires strong communication skills, empathy for others and a sense of accountability.

solve

To work out a correct solution to a problem.

specialised movement skills

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

spiritual health

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

sport

A human activity that has physical exertion, skills *tactics* and strategies as a primary focus, with elements of competition, and for which rules and patterns of behaviour governing an activity exist formally through organisations.

strategy

Generally: A method or plan of action chosen to bring about a particular outcome.

In *sport*: A set of specific *tactics* applied within a particular context of a game.

strengths-based approach

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

suggest

To put forward for consideration.

summarise

To give a brief statement of the main points.

synthesise

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

tactics

An action or *strategy* carefully planned to achieve a specific end. Applied in every instance in a game.

technique

Movement patterns such as throwing, catching and kicking. Technical ability is only one aspect of skilled performance.

test alternatives

To experiment with a variety of ways of creating an opportunity or solving a problem.

transgender

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

transitions

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

transphobia

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

understand

To comprehend what is meant, grasp a concept, and be thoroughly *familiar* with an idea.

unfamiliar

Not previously encountered in prior learning activities.

wellbeing

A sense of satisfaction, happiness, effective social functioning and *spiritual health*, and *dispositions* of optimism, openness, curiosity and *resilience*.
