

HEALTH AND PHYSICAL EDUCATION

CONSULTATION CURRICULUM

Comparative information F–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN HEALTH AND PHYSICAL EDUCATION (HPE)

Content descriptions: Foundation – Year 4

Strand: Personal, social and community health

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>
Original	identify personal strengths (ACPPS001)	describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	explore how success, challenge and failure strengthen identities (ACPPS033)
Proposed	investigate who they are and the groups to which they belong (AC9HPFP01)	describe their personal qualities and those of others and how they can contribute to developing identities (AC9HP2P01)	investigate how success, challenge and failure strengthen identities in a range of contexts (AC9HP4P01)
Original	name parts of the body and describe how their body is growing and changing (ACPPS002)	describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	explore strategies to manage physical, social and emotional change (ACPPS034)
Proposed	Removed	Removed	plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience (AC9HP4P02)
Original	identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
Proposed	Removed	describe and demonstrate protective behaviours and help-seeking strategies they can use to help them stay safe (AC9HP2P04)	apply protective behaviours and help-seeking strategies in a range of situations (AC9HP4P06)

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>
Original		recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
Proposed		Removed	Removed
Original	practise personal and social skills to interact positively with others (ACPPS004)	describe ways to include others to make them feel they belong (ACPPS019)	describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)
Proposed	express needs, feelings, ideas and interests with others to negotiate shared understandings and outcomes (AC9HPFP02)	explore and identify ways to develop respectful relationships (AC9HP2P02)	describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP4P03)
Original	identify and describe emotional responses people may experience in different situations (ACPPS005)	identify and practise emotional responses that account for own and others' feelings (ACPPS020)	investigate how emotional responses vary in depth and strength (ACPPS038)
Proposed	Removed	identify and practise emotional responses that account for own and others' feelings (AC9HP2P03)	explain how and why emotional responses can vary and practise strategies they can use to regulate their emotions (AC9HP4P05)
Original		examine health messages and how they relate to health decisions and behaviours (ACPPS021)	discuss and interpret health information and messages in the media and internet (ACPPS039)
Proposed		Removed	interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P07)

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>
Original	identify actions that promote health, safety and wellbeing (ACPPS006)	explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
Proposed	explore and practise a range of actions to help them stay healthy, safe and active (AC9HPFP03)	identify health messages to describe and apply actions that help keep them healthy, safe and active (AC9HP2P05)	investigate and apply health-enhancing behaviours that contribute to their own and others' health, safety and wellbeing (AC9HP4P08)
Original		recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)
Proposed		Removed	describe and implement strategies to value diversity in a range of settings (AC9HP4P04)

COMPARISON OF CURRENT AND REVISED CURRICULUM IN HEALTH AND PHYSICAL EDUCATION

Content descriptions: Foundation – Year 4

Strand: Movement and physical activity

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>
Original	participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)	identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)	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)
Proposed	investigate the benefits of being physically active by participating in a range of activities in different settings, including natural and outdoor settings (AC9HPFM03)	participate in a range of physical activities, including in natural and outdoor settings, to identify factors and settings that make involvement enjoyable (AC9HP2M03)	participate in physical activity in natural settings and outdoor spaces to examine factors that can influence their own and others' involvement (AC9HP4M05)
Original	practise fundamental movement skills and movement sequences using different body parts (ACPMP008)	perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)	practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)
Proposed	explore and practise fundamental movement skills in a variety of game and play situations (AC9HPFM01)	practise fundamental movement skills and apply them in a variety of movement situations (AC9HP2M01)	refine and apply fundamental movement skills in new movement situations (AC9HP4M01)
Original	participate in games with and without equipment (ACPMP009)	create and participate in games with and without equipment (ACPMP027)	practise and apply movement concepts and strategies with and without equipment (ACPMP045)
Proposed	Removed	Removed	apply and adapt movement concepts and strategies to enhance performance (AC9HP4M02)

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>
Original	explore how regular physical activity keeps individuals healthy and well (ACPMP010)	discuss the body's reactions to participating in physical activities (ACPMP028)	examine the benefits of physical activity to health and wellbeing (ACPMP046)
Proposed	Remove	Remove	propose and apply strategies to incorporate the recommended levels of physical activity into their lives (AC9HP4M04)
Original	identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)	incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)	combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)
Proposed	Removed	Removed	combine elements of effort, space, time, objects and people in different movement situations (AC9HP4M03)
Original			participate in physical activities from their own and other cultures (ACPMP108)
Proposed			Removed
Original	cooperate with others when participating in physical activities (ACPMP012)	use strategies to work in group situations when participating in physical activities (ACPMP030)	adopt inclusive practices when participating in physical activities (ACPMP048)
Proposed	Remove	use strategies to work collaboratively when participating in physical activities (AC9HP2M04)	perform a range of roles in a respectful way to achieve successful outcomes in movement settings (AC9HP4M08)

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>
Original	test possible solutions to movement challenges through trial and error (ACPMP013)	propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)	apply innovative and creative thinking in solving movement challenges (ACPMP049)
Proposed	experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)	investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness (AC9HP2M02)	apply creative thinking in solving movement problems (AC9HP4M06)
Original	follow rules when participating in physical activities (ACPMP014)	identify rules and fair play when participating in physical activities (ACPMP032)	apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)
Proposed	Removed	Removed	apply rules and scoring systems when participating in or designing physical activities (AC9HP4M07)

COMPARISON OF CURRENT AND REVISED CURRICULUM IN HEALTH AND PHYSICAL EDUCATION

Content descriptions: Years 5–10

Strand: Personal social and community health

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	examine how identities are influenced by people and places (ACPPS051)	investigate the impact of transition and change on identities (ACPPS070)	evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
Proposed	explain how identities can be influenced by people and places and how we can create a positive self-identity (AC9HP6P01)	analyse and reflect on the impact of values and beliefs on the development of identities (AC9HP8P01)	analyse factors that shape identities and evaluate how individuals impact the identities of others (AC9HP10P01)
Original	investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)	evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)	examine the impact of changes and transitions on relationships (ACPPS090)
Proposed	investigate resources and strategies to manage changes and transitions, including changes associated with puberty (AC9HP6P02)	analyse the impact of changes and transitions, and devise strategies to utilise resources to support themselves and others through these changes (AC9HP8P02)	devise, evaluate and adapt strategies for managing changes and transitions (AC9HP10P02)
Original	investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	practise and apply strategies to seek help for themselves or others (ACPPS072)	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)
Proposed	analyse protective behaviours and help-seeking strategies that can be used in a range of situations (AC9HP6P06)	evaluate protective behaviours and community resources they can use to seek help for themselves and others (AC9HP8P06)	plan, rehearse and evaluate options for managing situations where their own or others' health or safety may be at risk (AC9HP10P06)

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
Proposed	Removed	Removed	Removed
Original	practise skills to establish and manage relationships (ACPPS055)	investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
Proposed	select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP6P03)	examine the roles that respect, consent and empathy play in developing respectful relationships (AC9HP8P03)	evaluate the influence of respect, empathy, power and consent on establishing and maintaining respectful relationships (AC9HP10P03)
Original	examine the influence of emotional responses on behaviour and relationships (ACPPS056)	analyse factors that influence emotions , and develop strategies to demonstrate empathy and sensitivity (ACPPS075)	evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
Proposed	analyse the influence of emotional responses on behaviour and relationships, and propose strategies to manage own and others' emotions (AC9HP6P05)	analyse factors that influence emotions, and develop strategies to take account of own and others' feelings (AC9HP8P05)	reflect on emotional responses in different situations to devise and refine strategies for regulating emotions (AC9HP10P05)

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	evaluate health information and communicate their own and others' health concerns (ACPPS076)	critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)
Proposed	analyse health information and apply it to communicate their own and others' health needs (AC9HP6P07)	investigate how media and people impact attitudes, beliefs, decisions and behaviours in relation to health and wellbeing (AC9HP8P07)	evaluate and apply health information from a range of sources to inform health decisions and behaviours (AC9HP10P07)
Original	investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)	plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)
Proposed	analyse the role of health-enhancing behaviours in promoting and maintaining health, safety and wellbeing for individuals, families and their communities (AC9HP6P08)	use health resources to plan and implement health behaviours that enhance their own health, safety and wellbeing and that of their friends, families and communities (AC9HP8P08)	plan, implement and critique strategies to enhance health, safety and wellbeing of their friends, families and communities (AC9HP10P08)
Original	identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)	investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)	critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)
Proposed	reflect on how valuing diversity influences the wellbeing of individuals and communities (AC9HP6P04)	investigate strategies that influence how communities value diversity and promote inclusion (AC9HP8P04)	propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination (AC9HP10P04)

COMPARISON OF CURRENT AND REVISED CURRICULUM IN HEALTH AND PHYSICAL EDUCATION

Content descriptions: Years 5–10

Strand: Movement and physical activity

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059)	plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)	plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)
Proposed	participate in various physical activities designed to enhance health and wellbeing and investigate options to enhance personal participation (AC9HP6M05)	participate in a range of physical activity options to evaluate strategies to support increased use of community and outdoor settings and spaces (AC9HP8M05)	participate in a range of physical activity options to design and evaluate participation strategies that promote health and social outcomes for themselves and their communities (AC9HP10M05)
Original	practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)	use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)	provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)
Proposed	adapt and modify movement skills across a variety of situations (AC9HP6M01)	analyse, adapt and refine movement skills and approaches in a variety of movement situations (AC9HP8M01)	analyse, adapt and refine movement skills and approaches in a range of challenging movement situations to enhance performance (AC9HP10M01)

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	propose and apply movement concepts and strategies with and without equipment (ACPMP063)	practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)	develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)
Proposed	demonstrate how movement concepts and strategies can be transferred to different situations (AC9HP6M02)	demonstrate how movement concepts and strategies can be manipulated to impact performance or movement outcomes (AC9HP8M02)	adapt and refine movement concepts and strategies to achieve successful outcomes across a range of challenging movement situations (AC9HP10M02)
Original	participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)	participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083)	design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)
Proposed	participate in a range of physical activities that can be accessed in their local area to analyse the steps and resources needed to promote involvement (AC9HP6M04)	design, apply and evaluate practices to increase physical activity levels to achieve health and wellbeing outcomes (AC9HP8M04)	design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity levels to achieve health and wellbeing (AC9HP10M04)
Original	manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)	demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084)	analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)
Proposed	manipulate and modify elements of effort, space, time, objects and people in different movement situations (AC9HP6M03)	analyse and demonstrate how the elements of effort, space, time, objects and people can enhance movement (AC9HP8M03)	evaluate the impact manipulating effort, space, time, objects and people has on a range of different movement performances (AC9HP10M03)

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding (ACPMP066)	participate in and investigate cultural and historical significance of a range of physical activities (ACPMP085)	examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)
Proposed	Remove	Remove	Remove
Original	participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)	practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)	devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
Proposed	participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (AC9HP6M08)	practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities (AC9HP8M08)	devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (AC9HP10M08)
Original	apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)	evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)	transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
Proposed	predict the effectiveness of different skills and strategies in unfamiliar movement situations (AC9HP6M06)	evaluate and justify choices of action in different movement situations (AC9HP8M06)	transfer and adapt skills and strategies from previous experience to create solutions in unfamiliar movement situations (AC9HP10M06)

	Years 5 and 6 <i>Students learn to:</i>	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)	modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)	reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)
Proposed	devise and test alternative rules and modes of play to support increased participation (AC9HP6M07)	investigate modifications to equipment, rules and scoring systems that support inclusive participation (AC9HP8M07)	reflect on how fair play and ethical behaviour can influence physical activity outcomes for individuals and groups (AC9HP10M07)

Achievement standards Foundation–Year 4

	Foundation	Years 1 and 2	Years 3 and 4
Original	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

	Foundation	Years 1 and 2	Years 3 and 4
Proposed	By the end of Foundation, students describe characteristics of themselves and how they belong to different groups. They interact positively with others in a range of situations by selecting and using personal and social skills. Students propose actions to be healthy, safe and physically active. They apply fundamental movement skills to manipulate objects and spaces in a range of movement situations.	By the end of Year 2, students explain how personal qualities contribute to identities. They describe how their emotional responses can affect their own and others' feelings. They identify and describe factors that help develop respectful relationships. They explain how to keep themselves healthy, safe and physically active. They apply a range of fundamental movement skills in a variety of movement situations and explain how they move safely and effectively. They describe factors that make physical activity enjoyable.	By the end of Year 4, students identify influences that strengthen identities and explain how emotional responses vary. They describe strategies used to manage changes and transitions. They select and apply personal and social skills and other strategies to interact respectfully and cooperate with others. Students interpret health messages and use decision-making skills to select and apply strategies that help them stay safe, healthy and active. They apply fundamental movement skills and adapt movement concepts and strategies to new movement situations. They examine factors that influence participation in physical activity across their local community and propose strategies to incorporate regular physical activity into their own lives.

Achievement standards Years 5–10

	Years 5 and 6	Years 7 and 8	Years 9 and 10
Original	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>

	and solve movement challenges. They apply the elements of movement when composing	different movement situations. They apply the elements of movement to compose and perform movement sequences.	skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Proposed	By the end of Year 6, students explain how different factors influence identities and relationships. They investigate developmental changes and the strategies they can use to manage them. Students adapt and apply personal and social skills to work collaboratively and establish and manage relationships. They recognise the impact valuing diversity has on wellbeing. Students analyse health information and apply decision-making skills to refine strategies that help themselves and others stay safe, healthy and active. They adapt movement skills and concepts to unfamiliar situations and evaluate the impact on movement outcomes. They apply their understandings about physical activity participation to propose strategies to enhance the health and wellbeing of themselves, their family and communities.	By the end of Year 8, students evaluate resources and strategies to manage changes and transitions, and investigate the impact of change on identities. They examine the influence of emotions and develop self-regulation strategies to enhance interactions and wellbeing. Students investigate how respect, consent and valuing diversity can influence the nature of relationships. Students analyse health information to make informed decisions, and to propose and implement actions that enhance their own and others' health, safety and wellbeing. They apply and adapt movement skills and concepts within a range of movement situations and evaluate the effectiveness of strategies selected in different movement situations. They propose and evaluate interventions to improve health and wellbeing and increase participation in physical activity for themselves and others.	By the end of Year 10, students devise and evaluate personal strategies to manage their developing identities, emotions, relationships and responses to change. They investigate how attitudes and beliefs about diversity and difference can impact on relationships, and propose strategies to challenge disrespectful attitudes. They evaluate how respect, empathy, power and consent influence the nature and quality of relationships. Students access, synthesise and apply health information from credible sources to propose and justify responses to a variety of health situations. They apply and adapt movement concepts and strategies to unfamiliar situations, and evaluate and refine their own and others' movement skills and performances. They propose and evaluate interventions to increase participation in physical activity and improve the wellbeing of themselves, their family and communities.