



**The Shape of the  
Australian Curriculum:  
Health and Physical Education**

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# Purpose

1. The *Shape of the Australian Curriculum: Health and Physical Education* provides broad direction on the purpose, structure and organisation of the Health and Physical Education curriculum. It is intended to guide the writing of the Australian Health and Physical Education Curriculum from the Foundation year to Year 10. This document will also provide initial guidance if a senior secondary curriculum is to be developed in Health and Physical Education.
2. This paper has been prepared following analysis of extensive consultation feedback through public consultation and input from an expert advisory group on the draft *Shape of the Australian Curriculum: Health and Physical Education* and decisions taken by the ACARA Board.
3. The paper should be read in conjunction with *The Shape of the Australian Curriculum v3.0* available at

[http://www.acara.edu.au/verve/resources/The\\_Shape\\_of\\_the\\_Australian\\_Curriculum\\_V3.pdf](http://www.acara.edu.au/verve/resources/The_Shape_of_the_Australian_Curriculum_V3.pdf).

# Introduction

4. Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.
5. Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. In Health and Physical Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong, and learn how to apply problem-solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.
6. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills. Students gain expertise in movement skills, physical activities and physical fitness concepts as a foundation for lifelong physical activity participation and an appreciation of the significance of physical activity and sport in Australian society and globally.
7. Health and Physical Education also addresses how factors such as human biology, gender, sexuality, culture, ethnicity, socioeconomic status, physical and psycho-social environments and geographical location influence the health, wellbeing and physical activity patterns of individuals, groups and communities. In turn, it provides opportunities for students to develop the skills, self-efficacy and dispositions to advocate for and positively impact their own and others' wellbeing.
8. Healthy, active living benefits individuals and society in many ways, with participation in physical activity and good nutrition improving a range of health and learning outcomes including physical fitness, healthy body weight, psychological wellbeing, cardiometabolic and musculoskeletal health, and cognition and readiness to learn. A healthy, active population enhances productivity, pro-social behaviours and personal satisfaction and reduces the burden of chronic disease. A role of Health and Physical Education is to educate students to optimise their potential for health and wellbeing and contribute to building healthy, active communities.

# Nature of the learning area

9. Twenty-first century learning is increasingly flexible about when, how and what learning occurs. Twenty-first century learners need to know how to access knowledge from a range of sources, services and organisations, how to validate and respond to it, and how to question current knowledge and produce new knowledge across their lifespan.
10. The Health and Physical Education learning area has strong foundations in the biophysical, sociocultural and behavioural sciences. The *Australian Curriculum: Health and Physical Education* will be informed by these sciences, and provide learning opportunities that are contemporary, inquiry-based, developmentally appropriate, learner-centred and relevant to the student and the local and global communities with which they identify.
11. Research into future directions in the Health and Physical Education field suggests that learning should take into account a preventive health agenda and consider how forms of movement and physical activity reflect, shape and renew cultures. As learning increasingly occurs through screen-based technologies, Health and Physical Education provides opportunities for developing face-to-face communication and collaboration skills in practical, active learning environments as well as drawing on information and communication technologies to enhance learning.
12. A twenty-first century curriculum also recognises the importance of the body within and across cultures and groups. It acknowledges how the body is shaped, exercised, nourished, supplemented, portrayed and interpreted for a range of personal, social, cultural and economic purposes.
13. A strong and diverse research base informs the Health and Physical Education curriculum, guiding its contemporary directions and future priorities (see Bibliography). Based on this research it is proposed that the *Australian Curriculum: Health and Physical Education* should have the characteristics discussed below.

## **(a) Take a strengths-based approach**

14. A strengths-based approach to the Health and Physical Education curriculum acknowledges that most students come to the learning area feeling positive about their health and their participation in physical activity. 'The majority of young people rate their health as "good", "very good" or "excellent"' (AIHW 2011). This is not dismissing those young people who are experiencing poor health or who have been alienated from forms of physical activity. Rather, it recognises that all children and young people have particular strengths and interests that can be nurtured to improve their own and others' health, wellbeing and participation in physical activity.
15. Health and Physical Education curriculums in Australia have frequently adopted a risk-based model focusing on when and how young people experience risky health behaviours and exploring reasons and approaches to change these behaviours. By shifting the balance to a strengths-based approach, asking questions such as 'What keeps people healthy?', the curriculum will prioritise individual, community and organisational assets, inviting students to build on and share their own and others' resources and competencies to enhance the sustainability, equity and participation goals of health promotion.

### **(b) Focus on the educative outcomes of the learning area**

16. For some years, there has been pressure for the Health and Physical Education curriculum to take undue responsibility for a range of public health concerns about children and young people. It should be recognised that although the curriculum will contribute to health promotion goals by supporting the development of the knowledge, understanding and skills students can use to make healthier and safer choices, it is beyond the scope of the curriculum to solve problems related to the health and wellbeing of children and young people.
17. The priority for Health and Physical Education will be to provide ongoing, developmentally appropriate opportunities for students to practise, create, apply and evaluate the knowledge, understanding and skills necessary to maintain and enhance their own and others' health, wellbeing and participation in physical activity. The area should also be valued for its critical contribution to students' holistic development in providing engaging, novel and personally and socially challenging learning contexts.

### **(c) Value learning in, about and through movement**

18. Learning to move and enjoying the freedom of movement is a human right (UNESCO, 1999). Health and Physical Education is the key learning area in the school curriculum that focuses explicitly on developing the movement skills and concepts that children and young people require to participate in physical activities with competence and confidence. The knowledge, skills and dispositions students develop while moving in Health and Physical Education will encourage them to become lifelong participants in a range of physical activities.
19. Health and Physical Education will promote an appreciation of the centrality of movement in daily life, in all its forms — from meeting functional requirements, to providing opportunities for social interaction, through to acknowledging participation in physical activity and sport as significant cultural 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. This knowledge can be learnt in both movement and classroom contexts.
20. Movement experiences and contexts also provide challenges and opportunities for children and young people to enhance a range of personal and social skills and behaviours that contribute to wellbeing.

### **(d) Develop health literacy**

21. Health literacy is a concept widely accepted and used throughout health prevention and promotion fields. The World Health Organisation defines health literacy as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain good health. It can be useful to consider health literacy in terms of three dimensions (Nutbeam, 2008):
  - functional — the acquisition of information relating to knowledge and services with respect to a health-related question
  - interactive — 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 — the ability to selectively access and critically analyse health information in order to take action to promote personal health and wellbeing or that of others.

22. Consistent with a strengths-based approach, health literacy will be approached as a personal and community asset to be developed, evaluated, enriched and communicated.
23. Schools are recognised as key settings for developing health-related knowledge and skills. The National Health and Hospitals Reform Commission (2009) and the National Preventative Health Taskforce (Department of Health and Ageing, 2009) both suggested health literacy should be a core element of the Australian curriculum. In Health and Physical Education, the concept of health literacy applies to questions of health, wellbeing, safety and participation in physical activity.

### **(e) Include a critical inquiry approach**

24. A critical inquiry approach directs the Health and Physical Education curriculum towards both content and pedagogies that are consistent with experiential learning and the Australian Curriculum's general capabilities, cross-curriculum priorities and recognition of learner diversity. The Health and Physical Education curriculum will draw on its multi-disciplinary evidence base for students to learn to appraise the social, cultural, scientific and political factors that influence healthy, active living using relevant student-centred, problem-oriented pedagogies. In doing so students will explore matters such as inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice, and develop and implement strategies to improve their own and others' health, wellbeing and physical activity opportunities.
25. Through the study of Health and Physical Education young people will learn that health and physical activity values, behaviours, priorities and actions reflect the complex contexts in which people live. When considering and analysing the influence of contexts on wellbeing, the curriculum should support students to understand that health practices and physical activity participation are, in part, socially constructed and therefore require diverse strategies for gaining and maintaining positive outcomes for all.

## **Health and Physical Education for diverse learners**

26. The *Australian Curriculum: Health and Physical Education* is shaped by the propositions that each student can learn and that the needs of every student are important. The curriculum will allow for inclusive teaching practices that take account of the strengths and abilities of all students and understand and respect the diverse range of students in Australian schools.
27. Students in Australian classrooms have multiple, diverse and changing characteristics that are shaped by individual learning histories and abilities, as well as gender, cultural and language backgrounds and socioeconomic factors. The *Australian Curriculum: Health and Physical Education* provides the flexibility required to personalise learning, build on each student's needs, strengths and abilities, take into account the different rates at which students develop and ensure that all students have equivalent opportunities and choices in their education.
28. As curriculum writers develop the Health and Physical Education curriculum they will draw from the principles of the Universal Design for Learning framework ([www.cast.org/udl/](http://www.cast.org/udl/)) to ensure the curriculum is inclusive of all learners and values diversity by providing for multiple means of representation, action, expression and engagement.



## Importance of a healthy school environment

29. It has long been recognised that the broader school environment can enhance the delivery and impact of the Health and Physical Education curriculum. Learning in Health and Physical Education supports students to make informed decisions about their health, wellbeing, safety and physical activity. This learning is validated and reinforced if consistent messages are evident across the school and wider school community. 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 appropriate partnerships with parents, community organisations and specialist services.

# Aims

30. The *Australian Curriculum: Health and Physical Education* enables children and young people to promote their own and others' health, wellbeing, safety and participation in physical activity across their lifespan. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.
31. More specifically, Health and Physical Education aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively students:
- learn to access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity
  - develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
  - acquire, apply and evaluate movement skills, concepts and strategic awareness in order to respond creatively, competently and safely in a variety of physical activity contexts and settings
  - are provided with regular opportunities to enjoy developmentally appropriate movement experiences, and understand and appreciate their significance to personal, social, cultural and health practices and outcomes
  - analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity locally, regionally and globally.

# Structure of the learning area

32. The *Australian Curriculum: Health and Physical Education* will have two integrated strands for Foundation to Year 10:
- Personal, social and community health
  - Movement and physical activity.
33. The two strands provide a balance between health-related and movement-related knowledge, understanding and skills.
34. The two strands of the *Australian Curriculum: Health and Physical Education* are intended to support teachers to plan comprehensive and sequential teaching and learning programs that include a balance of health and movement-related learning. When developing the curriculum, writers will outline the distinct body of knowledge and understanding as well as explicit skills and competencies that can be drawn from each of the strands.
35. In developing the curriculum writers should highlight significant links between the two strands where they occur (for example, combining nutrition and training principles to optimise a student's performance in a physical activity, or the development and consolidation of a range of personal and social skills through participation in movement activities). This will ensure that the connections between the knowledge, understanding and skills of Health and Physical Education and the general capabilities are strongly evident to teachers in developing their teaching and learning programs.
36. The *Australian Curriculum: Health and Physical Education* will offer flexibility to schools to ensure that learning in Health and Physical Education is relevant and meaningful for all students and that specific knowledge, understanding and skills incorporate current and emerging issues.

## Personal, social and community health

37. Knowledge, understanding and skills in the *Personal, social and community health* strand recognise that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts. Students will learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity. They will develop, value and reflect upon their own and others' strengths to promote healthy, active living for all. The health-related aspects of this curriculum are informed by areas of study such as medicine, population health, sociology of health, nutrition, health psychology and health promotion.
38. The *Personal, social and community health* strand will enhance students' knowledge, understanding and skills to support a positive sense of self, to effectively respond to life events and transitions and to engage in lifelong learning that promotes health and wellbeing. A range of developmentally appropriate, relevant and contemporary health issues will be critically appraised in terms of their causes and prevalence. Students will learn what makes personal and community prevention strategies effective as well as how to take action to generate sustainable solutions. Students will also source and examine a

range of health information, products, services and policies, and evaluate their impact on individual and community health, wellbeing, safety and physical activity. Students will develop effective communication, decision-making and goal-setting skills as they help to establish and maintain relationships in family, school, peer group and community settings, support healthy and safe behaviours, and enable advocacy and action.

### **Movement and physical activity**

39. Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for participation and enhanced performance in physical activity and as a means for optimising wellbeing, but also as a medium for learning across this curriculum area. Movement and physical activity concepts are informed by several sciences: the biophysical (exercise physiology, biomechanics, motor learning), the sociocultural (history, sociology, cultural studies) and the behavioural (psychology, health promotion). Students will develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills.
40. In movement and physical activity contexts, students will develop and refine their communication, decision-making and self-management skills, and learn to manage risk and take responsibility for their own and others' safety. Students will build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups.
41. Through evaluation and reflection, students will learn to appraise their own and others' performances and develop an understanding of, and skills to address, the factors that facilitate or inhibit participation and performance. They will come to understand the place and meaning of physical activity and sport in their own lives as well as locally, nationally, regionally and globally, and experience the varied roles fulfilled by organised sport and recreational activities.

# Organisation of the learning area

42. The *Australian Curriculum: Health and Physical Education* will be based on the assumption that all young Australians are entitled to study Health and Physical Education as part of the Australian Curriculum each year from Foundation to Year 10.
43. The *Australian Curriculum: Health and Physical Education* will be organised in the following bands of learning:
- Foundation
  - Years 1–2
  - Years 3–4
  - Years 5–6
  - Years 7–8
  - Years 9–10
  - Senior secondary (Years 11 and 12).
44. The developmental characteristics of children in the Foundation year are very specific, particularly in their motor and social development. The separation of the Foundation year from Years 1–2 provides a curriculum that explicitly addresses this life stage as students enter schooling. As curriculum writers develop the Foundation to Year 2 content they should ensure that it builds on the prior learning that is described in the *Early Years Learning Framework*.
45. Following Foundation, the organisation of the Health and Physical Education curriculum in two-year bands provides flexibility to present knowledge, understanding and skills in a way that meets students' diverse cognitive, physical, emotional and social development attributes.
46. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10. Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.
47. As indicated in the following paragraphs (52–55), the *Australian Curriculum: Health and Physical Education* will include content and achievement standards that could be taught through specialist subjects such as home economics and outdoor education.
48. Decisions relating to the development of senior secondary (Years 11 and 12) curriculums beyond English, Mathematics, Science and History are still to be finalised. If ACARA were to develop a senior secondary curriculum in the Health and Physical Education learning area, consideration should be given to whether the curriculum would include two subjects, one focusing on the health dimensions of the learning area and the other on the movement and physical activity dimensions.
49. A notional time allocation of 80 hours per year will be used as a guide by writers as they develop the *Australian Curriculum: Health and Physical Education*. It is important to note the notional time allocation for Health and Physical Education does not include co-curricular school sport programs. Decisions regarding the time allocation for learning areas in schools remains a jurisdictional responsibility.

## Health and Physical Education and other learning areas

50. Health and Physical Education provides rich opportunities for applying, integrating and extending learning from a range of learning areas. This enables students to transfer knowledge and understanding, and make and apply decisions in a range of health- and movement-related experiences.
51. As writers develop the curriculum they should map the potential links between the Health and Physical Education curriculum and other Australian Curriculum documents to support teachers in identifying the rich opportunities for integrated learning within their programs. The following areas provide opportunities to integrate with other subjects.

### Food and nutrition in the Australian Curriculum

52. In order to influence student behaviour in terms of healthy eating and nutrition it is important to provide students with opportunities to learn about where their food comes from, how it is produced, why they choose it, the benefits of healthy eating, what food is nutritionally sound and how they can prepare it. In the Australian Curriculum students may be taught about food and nutrition in both Health and Physical Education and in the Technologies learning area through Design and technologies. The focus in the Health and Physical Education curriculum will be on understanding healthy choices in relation to nutrition, understanding the range of influences on these choices, and developing and applying the knowledge, understanding and skills to make healthier choices in relation to food and nutrition.

### Outdoor education in the Australian Curriculum

53. Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting their sustainable use. Elements of learning in outdoor education will draw from content and achievement standards from across the Australian Curriculum including Health and Physical Education, Geography and Science. The primary content that will be drawn from Health and Physical Education will be in the area of outdoor recreation.
54. In the *Australian Curriculum: Health and Physical Education*, outdoor recreation refers to recreational activities, or the act of engaging in recreational activities, that are typically associated with outdoor, natural or semi-natural settings. These activities are an important part of learning in the Health and Physical Education curriculum in relation to promoting lifelong physical activity. Outdoor activities provide a valid environment for developing movement competence and enhancing interpersonal skills.

### Dance in the Australian Curriculum

55. Dance is a key movement medium in Health and Physical Education and is also identified in The Arts learning area as one of five art forms. Dance has been taught for many years in Health and Physical Education in primary and secondary schools and holds an important place in the Health and Physical Education curriculum. The primary emphasis for dance in Health and Physical Education is on the development of movement skills, concepts and patterns related to dance and the value of dance for lifelong physical activity. As curriculum writers develop the Health and Physical Education curriculum they should be conscious of opportunities for integration of content with The Arts, especially in the primary years of schooling.

# Sequence of learning: F-10

56. The focus of learning in Health and Physical Education across Foundation to Year 10 adjusts as students change physically, cognitively, socially and emotionally. In the senior secondary years, students have flexibility to make curriculum choices reflecting their interests and post-school pathways.
57. Table 1 presents a broad outline of the core knowledge, understanding and skills that students will be expected to develop within each band of learning from Foundation to Year 10.
58. The developmental nature of this learning sequence can be tracked across Foundation to Year 10 in each of the rows (indicated by a letter A–K for Foundation to Year 4 and A–L for Years 5–10). Concepts build in complexity from Foundation to Year 10 and skill development across the two strands is embedded in the knowledge and understanding for each band of learning.
59. As the curriculum is developed, writers will refine the presentation of the knowledge, understanding and skills, translating this broad outline into more specific, and fewer, descriptions. Writers will take into account that schools require some level of flexibility to address the specific learning and contextual needs of their students.
60. The curriculum will also provide opportunities for students to develop and apply knowledge, understanding and skills in a range of key focus areas as listed in paragraph 61. These focus areas are considered part of the core learning within Health and Physical Education and provide the contextual environment for practical application of the knowledge, understanding and skills that the curriculum aims to develop.

**Table 1: Broad learning sequence for the Australian Curriculum: Health and Physical Education**

|          | Foundation   | Years 1–2   | Years 3–4   |
|----------|--|---|---|
| <b>A</b> | Students' sense of self is developing and they are provided with positive experiences in both classroom and movement contexts that support them to feel significant and respected within their peer group, family and wider social circles.                                    | As children begin to participate more broadly in everyday life they begin to develop individual interests and further construct their own identities. They identify personal strengths that contribute to a strong sense of self as well as ways of recognising their individual strengths and achievements and those of others.  | In these years a focus of learning is the further development of students' understanding of the impact of peers, their family and others and the changing world in which they live on them and their wellbeing.   |
| <b>B</b> | Students learn basic skills to recognise and manage their emotions and describe how they are feeling in a range of situations. Children take risks in a safe environment when learning different movement and social skills and develop persistence when attempting new tasks. | Students are increasingly able to express a wide range of emotions, thoughts and views in appropriate ways. They further develop the capacity to understand and regulate their emotions in ways that take into account their own feelings and those of others. Students' capacity to persist when faced with classroom-based and movement challenges is also further developed. | Students begin to explore the importance of resilience and positive self-talk to maintaining an optimistic outlook on situations. Students will be exposed to challenging learning situations in a range of learning contexts. This learning will support them to think creatively and practice effective problem-solving strategies that enable them to persist until they reach successful outcomes in movement and classroom settings. |
| <b>C</b> | Students develop a basic understanding of how their body is growing and changing. They learn the basic terminology to describe different parts of the body.  | Students develop the knowledge and understanding to describe the ways their bodies are developing as they grow older. They begin to explore the characteristics that make them similar to others and those that make them unique.   | Students develop and apply the knowledge, understanding and skills to manage the physical, emotional and social changes they begin to experience during this stage of life.   |
| <b>D</b> | Students begin to demonstrate an awareness of the features that make them similar and different to others, including differences in family types.  | Students begin to understand respect for diversity, reciprocal rights and responsibilities and to see things from other people's viewpoints.  | Students learn to demonstrate respect and value difference in responding to diversity.  |



|          | Foundation  | Years 1–2  | Years 3–4   |
|----------|---|--|---|
| <b>E</b> | Students learn basic health concepts that relate to healthy development, including the benefits of and basic strategies for undertaking daily physical activity and making healthy food choices. Learning experiences should support students to make those decisions they are responsible for while at school. These decisions will usually relate to the people they interact with, hygiene practices, personal safety, protective behaviours and daily routines at school. | Students develop and apply an understanding of what makes a person 'healthy' and how healthy food choices and regular physical activity contribute to good health. Students are developing a greater level of autonomy in these years and learn how to take responsibility for their own safety at school and at home, with a particular focus on protective behaviours, safety near roads and water, and safe use of medicines. | Students further develop their understanding of being 'healthy' and 'safe' and explore a range of personal, cultural and social factors that can influence their health and wellbeing. Students examine the factors that motivate or inhibit healthy and safer choices about physical activity and health behaviours, enhancing their capacity to take responsibility for their own health, safety and wellbeing.                     |
| <b>F</b> | Students learn greater social and emotional competence. They learn to interact with others with care, empathy and respect and develop their understanding of fairness in a range of situations in the classroom and during movement-based lessons.  | Students become more aware of ways in which other students may be included or excluded from movement and social activities. They further develop and practise key social skills, such as co-operative and inclusive behaviours, sharing, expressing needs and feelings appropriately, negotiating, respecting others and making decisions in both movement-based and classroom activities.                                       | Interpersonal skills and understanding take on an increasing importance in these years, as students develop the knowledge, understanding and skills to identify and compare ways of establishing and maintaining respectful relationships with peers and family, including online interactions. They develop and apply strategies for managing the changing nature of their relationships in classroom, movement and social settings. |
| <b>G</b> | Students learn to identify the people at school and in their community who can help them in a range of situations and demonstrate basic strategies for seeking help when they need it.  | Students are able to identify simple health messages and explain how they relate to their own health choices and behaviours.   | Students develop the knowledge, understanding and skills to analyse and interpret health information and messages in the media and on the internet, in order to make informed decisions about their own health, safety and wellbeing.   |

|          | Foundation   | Years 1–2  | Years 3–4  |
|----------|--|--|--|
| <b>H</b> | Students discover, create, improvise and imagine in purposeful movement-based play and learn to identify the factors that make physical activity enjoyable and safer for them. They learn to describe the changes that occur to their body during and after activity and how these changes make them feel. | Students continue to develop positive attitudes to physical activity through exploration of movement. They are challenged to extend their capabilities and experiences through participation in a range of physical activities. Students learn that they need energy to participate in physical activity and can describe their body's response to different types of physical activities using language such as 'out of breath' and 'heart beating faster'. | Students experience a variety of activities in a range of different physical environments to develop an understanding of how the nature of physical environments plays a key role in enabling participation in physical activity within the school and wider community. They learn about safety considerations and the benefits of physical activity and physical fitness and can identify activities that meet their needs, interests and fitness and skill levels. |
| <b>I</b> | During the Foundation year students are given regular practical opportunities to practice a wide range of fundamental movement skills in order to begin to develop movement competence.  | Students will begin to develop competence through regular practise in a wide variety of fundamental movement skills and demonstrate creative thinking when linking them together in order to perform simple movement sequences.  | Students continue to develop competence in fundamental movement skills and are introduced to more complex skills. They learn to combine movement skills and are given opportunities to creatively sequence a range of different movements, performing more complicated movement patterns and improving their performances in a range of physical activities.   |
| <b>J</b> | Through the development of fundamental movement skills, physical play, manipulation of equipment and spatial awareness, children gain a strong sense of movement competence and become sufficiently skilled and confident to participate in everyday tasks and movement activities.                        | Students play a range of minor games and develop an understanding of how to apply basic rules and demonstrate safe and fair play practices. They develop the knowledge and skills to transfer and adapt what they have learnt in a game or movement activity to similar contexts and create their own simple games that can be played in small groups.   | Students begin to learn about the common features of minor and modified games, expand their understanding of movement strategies (for example creation of space, defending an area, or moving the ball away from a defender) and increase their sense of success in movement activities.   |

| Foundation  | Years 1–2   | Years 3–4  |
|---|---|--|
| <p><b>K</b> Students explore how the body can move in different ways through participation in activities that encourage and support movement exploration as an individual, with equipment and with other class members.</p> | <p>Students develop their ability to communicate and express themselves through movement. They further develop their awareness of how their body moves, the space in which it moves and how they can move in relation to others and in response to stimuli.</p> | <p>Students further refine their understanding and skills concerning how the body can move in space and in relation to other objects and people. They participate in a range of activities that allow them to compose and perform simple movement sequences in small groups.</p> |

|          | Years 5–6   | Years 7– 8   | Years 9–10  |
|----------|---|--|---|
| <b>A</b> | <p>Students investigate and describe ways in which they can define their own identity and sense of self. They identify factors and personal strengths that support them to feel good about themselves. Students further develop and refine a range of communication and conflict resolution skills and processes, enabling them to interact appropriately and respectfully with others in a range of different classroom, movement and social situations.</p> | <p>Students critically reflect on factors that influence their perception of themselves. Students practise using self-management skills and creative and collaborative processes to work within a group or team to communicate effectively, solve problems, resolve conflicts and make decisions in classroom, movement and social contexts.</p>   | <p>Students explore how societal attitudes and values reinforce stereotypes and role expectations and how these affect their own and other’s sense of self and wellbeing. They analyse how these attitudes can shape the choices they make in relation to health behaviours, health care options, help-seeking strategies and participation in physical activity.</p>   |
| <b>B</b> | <p>Students develop optimistic habits in the way they look at their world and their perception of what the future holds for them. They develop an understanding of the important role that persistence and self-talk play in maintaining confidence and commitment as they complete tasks in classroom and movement settings.</p>   | <p>Students will propose and apply practical strategies that they can use to be resilient in the face of change and and develop a sense of control over their future. These strategies include personal goal-setting, optimistic thinking styles, early help-seeking strategies and positive self-talk. They are practised and refined in a range of learning contexts, including movement settings.</p> | <p>Students learn to maintain a positive outlook on their world and develop and practise strategies (such as positive self-talk, goal-setting, perseverance and optimistic thinking) to assist in taking control of their future. They explore issues such as change, loss, grief and emotional safety as they develop and practise a range of coping strategies. Students recognise and use family, school, online and community resources to seek help for themselves and others when support is needed in relation to their health and wellbeing and participation in physical activity.</p> |

|          | Years 5–6  | Years 7– 8  | Years 9–10  |
|----------|--|---|---|
| <b>C</b> | Most students will be experiencing the physical, emotional and social changes associated with the start of puberty during these years. Students learn about these different changes and the associated transition into adulthood and investigate positive ways to manage the transition.   | Students further develop their understanding of the physical, social, emotional and intellectual changes associated with moving through adolescence and develop effective self-management strategies to deal with these changes. Students learn to recognise sexual feelings and evaluate behavioural expectations for different social situations. | As students move through adolescence their learning moves from predominantly physical changes to focus more on the social changes that occur as they become more independent. Students develop an understanding of how to manage the added pressure of competing commitments.   |
| <b>D</b> | Students learn to celebrate their unique qualities and value the diversity within their community. They learn about their rights to non-discrimination and equality, including their right not to be stereotyped on the basis of their sex/gender.   | Students develop and apply the knowledge, understanding and skills to recognise and appropriately respond to instances of discrimination and harassment. They act respectfully to support their own rights and feelings and those of others.  | Students learn to apply concepts such as equity, fair play, respect, valuing of diversity and difference and social justice. They develop an understanding of how attitudes towards difference can influence people's interactions with others and practise taking positive action to value diversity in their school and wider community.  |
| <b>E</b> | Students learn that being healthy can be described in different ways and that there are culturally different ways of thinking about personal, family and social health issues. They develop an awareness of a broader range of personal, social, environmental and economic factors that influence their own and others' health, safety and wellbeing. Students identify behaviours that positively and negatively influence their health, safety and wellbeing. | Students investigate health issues relevant to young people to understand reasons for the choices people make about their health and wellbeing. They examine personal, environmental and social factors that can influence an individual's choices and explore and evaluate options, consequences and healthier and safer alternatives.             | Students critically examine the concepts associated with transition into adulthood and the social, cultural and commercial influences and pressures that affect choices they make in relation to health behaviours, social interactions and participation in physical activity. They demonstrate understanding and skills to respond appropriately to a range of situations where their own or others' wellbeing and safety may be at risk. |

|          | Years 5–6   | Years 7– 8  | Years 9–10  |
|----------|---|---|---|
| <b>F</b> | Students examine the nature of relationships and develop an understanding of how individuals and peer groups can affect people’s behaviours, beliefs, decisions and actions in relation to a range of issues and situations. Students begin to consider how peer influence may play a role in the choices they make and how these choices may affect their health, safety and wellbeing both now and in the future. | A major influence on students in these years is the world around them, and their peers become a key source of motivation. They develop the knowledge, understanding and skills necessary to manage their relationships, particularly in relation to their online engagements, and balancing their time online with schoolwork, participation in physical activity, sleep and other commitments. | Students explore the nature and benefits of meaningful and respectful relationships to develop skills to manage a range of relationships as they change over time. Students critically examine how a range of sociocultural and personal factors influence sexuality, gender identity, sexual attitudes and behaviour. They also develop an understanding of the role that empathy, ethical decision-making and personal safety play in maintaining respectful relationships. |
| <b>G</b> | Students develop an understanding of external influences on their attitudes, beliefs and behaviours in relation to their health, safety and wellbeing. Students examine the concepts of gender expectations and stereotypes and learn the skills to critique the appropriateness of role models they look to in the media, on the internet and in their community.  | Students refine communication skills and develop an understanding of the sources of support available in the local community in order to be able to express their health concerns and feelings to others and provide support or seek early help when they or people around them need it.  | Students further develop their health literacy skills as health consumers. Students apply their knowledge and understanding in a range of contexts to support them to make informed decisions about their own health and wellbeing. They develop an understanding of the role of preventive health in maintaining and promoting health and wellbeing for individuals and the community.   |
| <b>H</b> | Students investigate how physical activity may contribute to health and physical fitness through regular participation in a range of physical activities. As a result they are able to describe and monitor how the body responds to different types of activity.   | Through their participation in physical activity, students develop the knowledge, understanding and skills to select, implement and maintain an appropriate physical activity routine that enhances their health and wellbeing. They understand the benefits of being physically fit and that fitness can be improved and maintained through participation in specific activities.              | Students learn to plan, implement, monitor and evaluate personal physical activity and health programs to enhance their wellbeing. They understand the roles that physical activity plays in stress management, energy balance and social, cultural and cognitive development.  |

|          | Years 5–6   | Years 7– 8  | Years 9–10  |
|----------|---|---|---|
| <b>I</b> | Students refine and expand their range of movement skills and perform them with increasing accuracy and control in more complex situations. They practise, apply and transfer movement concepts and strategies into a range of familiar and new modified game situations. Students further develop their critical and creative thinking capabilities through participation in expressive, rhythmic and challenge-based movement activities. | Students maintain regular physical activity participation through specialised movement skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. They apply more complex combinations of skills and strategies in a range of movement contexts and environments.   | Students investigate techniques to enhance the quality of movement performances using a range of tools such as movement analysis, visualisation, practice and feedback techniques to appraise, analyse and refine a range of movement performances. They understand the musculoskeletal and energy systems that underpin different activities and how to optimise these systems for safe and improved performance.  |
| <b>J</b> | Students learn the importance of communication and teamwork in game situations and participate in games that include more complex rule systems. They are able to select and apply appropriate rules to a range of physical activities to ensure safe, equitable and fair participation for all.   | Students participate in a range of games and sports in order to develop a deeper understanding of movement patterns and game-play concepts. They demonstrate how tactics can be transferred to other movement contexts and are able to devise, perform and assess them. They explore the factors that influence the quality of movement performances and practise techniques that can be used to enhance their own and others' performances. Students will learn and perform the variety of roles associated with participation in physical activities. | Students learn to be creative in the way that they adapt and improvise their movements to respond to different movement situations, stimuli and challenges (for example changes in rules, change in music, restrictions in performance space, changes in equipment or number of performers). They develop knowledge, understanding and skills to devise, apply and appraise a range of strategies to improve their own movement performances and those of others. |
| <b>K</b> | Students explore the elements of movement and are able to apply these as they compose and perform a range of movement sequences with control and coordination.  | Students further develop their understanding of movement composition principles as they participate in a variety of movement contexts. They compose more complex movement sequences using the elements of composition to achieve specific purposes and performance goals.   | Students learn to adapt, transfer and improvise their knowledge and understanding of the features of movement composition and elements of movement to develop creative responses to complex and challenging movement tasks.   |

| Years 5–6  | Years 7– 8   | Years 9–10  |
|--|--|---|
| <p data-bbox="241 201 795 368">Students learn about the importance of natural, community and built environments to health and wellbeing and explore ways that they can contribute to building a healthy school community.</p> <p data-bbox="190 419 212 448">L</p> | <p data-bbox="835 201 1400 504">Students investigate how connections to the natural and built environment can support health, wellbeing and connection to community. They participate in a range of physical activities, including contemporary activities, outdoor recreational activities and traditional cultural activities further encouraging participation, enjoyment and appreciation.</p> | <p data-bbox="1424 201 1989 639">Students plan and participate in a range of outdoor recreational activities in their local community that create community connection and contribute to individual and community health and wellbeing. They propose practical and creative interventions that will promote their own health and wellbeing and that of their wider community. These actions may include designing spaces for active recreation, active transport options, sustainable strategies for selecting food sources and promoting environmental sustainability.</p> |



## Focus areas

61. As the curriculum is developed, writers need to ensure that the following focus areas (in bold) are appropriately represented across the scope of expected learning, Foundation to Year 10. It is not intended that the curriculum will prescribe learning in each of these focus areas in each year/band of schooling. However, it is expected that students will be provided with regular opportunities to revisit these focus areas across the years Foundation to Year 10 as they mature and their ability to understand more complex concepts increases.

- **Mental health promotion** (including developing skills to be resilient, coping strategies, early help-seeking, developing and navigating networks of support, supporting and advocating for others)
- **Sexuality and reproductive health** (including understanding and managing physical, social and emotional changes that occur over time, exploring sexual and gender identity, managing intimate relationships, understanding reproduction and sexual health, accessing community health services)
- **Food and nutrition** (including balancing energy needs, nutritional requirements, nutrition for performance, nutrition for wellbeing, how culture and context shape what we eat)
- **Safety** (including personal safety, road safety, water safety, sport safety, sun safety, farm safety, first aid and emergency care)
- **Drug use** (including managing use of prescribed and over-the-counter drugs, links between drug use and other health behaviours, nature of drug/substance use and impacts on individuals and communities, assertive behaviours, managing risk-taking behaviours, drugs in sport)
- **Respectful relationships** (including negotiating positive and respectful relationships, managing changing relationships, relationships and team work, respecting and valuing diversity)
- **Personal identity and sense of self** (including body image, gender identity, role of physical activity in forming a positive sense of self)
- **Physical activity and fitness** (including benefits of being physically fit and reducing sedentary behaviours, fitness development, and participation in a range of activities that enhance various dimensions of fitness)
- **Cultural and community-based activities** (including participation in activities of cultural significance, understanding food practices across cultures, participating in traditional Indigenous games, exploring physical activities valued in Australia and those originating from cultures in the Asian region and other regions of the world)
- **Games and sports** (including sport-specific skills, creating games, team-play concepts, roles in sports, personal and interpersonal skills developed through sport, patterns of sport participation, benefits of sport participation to individuals and communities, and enhancing sports performances)
- **Aquatics and water-based activities** (including aquatic skills, understanding safety considerations around water environments, cultural significance of water-based activities in Australia)

- **Leisure and recreational activities** (including participation and skill development in a broad range of outdoor and lifestyle activities, understanding the physical, social, emotional and spiritual benefits of participation, safety considerations of participation)
- **Rhythmic and expressive activities** (including composing and performing movement to music, using equipment and other stimuli, understanding relationships, communication and movement concepts)

# General capabilities

62. In the Australian Curriculum the knowledge, skills, behaviours and dispositions students need to succeed in life and work in the twenty-first century have been identified as general capabilities. There are seven general capabilities: literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. Health and Physical Education offers students a range of personal and social contexts to develop and use the seven general capabilities in relevant and meaningful ways.

## Literacy

63. Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.
64. Students use literacy to interact effectively with others and to participate in a range of communication activities to support their learning in Health and Physical Education. The literacy capability will support students to develop skills that will empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health, physical education and sport.
65. Students learn to comprehend and compose texts related to Health and Physical Education. This includes learning to understand, interpret and evaluate health and movement information, communicate effectively for a variety of purposes to a range of audiences, express their own ideas and opinions and evaluate those of others. The literacy capability will also support students to express their emotions appropriately in a range of social contexts and with different audiences.
66. The *Australian Curriculum: Health and Physical Education* assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students will understand the language used to describe health status, products, information and services and will be able to analyse messages in order to identify accurate and reliable sources of advice and support. In physical activity settings as performers and spectators, students will develop an understanding of the language of movement and movement sciences, which is essential in analysing their own and others' movement performances and in responding effectively to feedback in order to develop movement competence.

## Numeracy

67. Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives beyond school. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.
68. The *Australian Curriculum: Health and Physical Education* provides students with opportunities to recognise the mathematics that exists in Health and Physical Education learning experiences. As they engage with Health and Physical Education they see the importance of numeracy, select relevant numeracy knowledge and skills and apply these appropriately.

69. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness or skill performances. They use spatial reasoning in movement activities and in developing tactics and strategies for individual and team sports. Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data and using these to consider trends, draw conclusions, make predictions and inform behaviours and practices.

### Information and communication technology (ICT) capability

70. Students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them and adapting to new ways of doing things as technologies evolve while limiting the risks to themselves and others in a digital environment.

71. Students use ICTs as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field. They use a range of ICTs to analyse, measure and enhance movement performances and to access and critically evaluate health information, products and services.

72. The *Australian Curriculum: Health and Physical Education* enhances ICT learning by assisting students to access online health and physical activity information and services effectively and safely in order to manage their own health and wellbeing. Students further develop their understanding of the role ICTs play in the lives and relationships of children and young people. They will explore the nature of these tools and the implications for establishing and managing relationships in the twenty-first century. Students will develop an understanding of ethical online behaviour including protocols and practices for using ICT for respectful communication.

### Critical and creative thinking

73. Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. The capability for critical and creative thinking is integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

74. The *Australian Curriculum: Health and Physical Education* will develop students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages, and creatively generate and explore original alternatives and possibilities. This capability will be developed by empowering students to question taken-for-granted assumptions, solve problems creatively and generate their own interpretations and meanings about Health and Physical Education concepts, based on the evidence available to them.

75. In Health and Physical Education students' critical and creative thinking skills will be developed through learning experiences that encourage them to seek solutions to health issues through the design of effective and appropriate strategies that promote personal, social and community health and wellbeing. The *Australian Curriculum: Health and Physical Education* also provides learning opportunities that support dance-making, games creation and technique refinement. Students will

develop an understanding of the importance of the processes of creating movement in developing new thinking and feelings about movement. Students will respond to emotional, social and physical challenges using critical and creative problem-solving and thinking processes they have learnt and refined through Health and Physical Education.

### Personal and social capability

76. Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. This capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive and respectful relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.
77. The *Australian Curriculum: Health and Physical Education* is a key contributor to the development of personal and social capability for all students through learning in the two strands of *Personal, social and community health* and *Movement and physical activity*. Students use personal and social capability to work collaboratively with others in movement- and non-movement-based activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.
78. The *Australian Curriculum: Health and Physical Education* enhances personal and social capability by providing opportunities for students to explore their personal identity, developing an understanding of factors that influence and shape a sense of identity. Students learn how to recognise, understand and validate their own emotions, strengths and values, and develop the knowledge, understanding and skills to set and monitor personal and academic goals and effectively manage their time and prioritise tasks and responsibilities in order to balance their school, home, work and social commitments.

### Ethical behaviour

79. Students learn how to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical behaviour involves students in building an ethical framework that helps them to manage their own behaviour, cope with conflict and uncertainty, and develop an awareness of the influence that their values and behaviour have on others.
80. The *Australian Curriculum: Health and Physical Education* focuses on the importance of treating others with integrity, fairness and compassion and of valuing and respecting diversity and equality for all. Students will examine ethical principles and codes of practice appropriate to different contexts such as at school, in the community, in relationships, on the sporting field and when using digital technologies. They will develop the commitment and capacity to apply these principles consistently. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they will develop skills that support them in making ethical decisions and in understanding the consequences of their actions, and give them the capacity to apply these skills in everyday situations.

### Intercultural understanding

81. Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. This capability involves

students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

82. The *Australian Curriculum: Health and Physical Education* will provide opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues and about individual, group and intergroup participation in physical activity and health practices. Through participation in a range of culturally-based physical activities students will develop an understanding that across cultures there are different ways of thinking about individual, group and intergroup participation in physical activity. They will be able to challenge stereotypical representations of various social and cultural groups in relation to community health issues and concepts of participation, success and failure in physical activity. In doing so, students understand how culture shapes personal and social perspectives and interactions, and what is valued in terms of health and physical activity within their families, social groups and institutions and other cultures within the broader community. Where possible, students will be given opportunities to interact with diverse groups and will learn to appreciate the benefits of living, working and playing together across cultural boundaries.
83. Students will appreciate that differences in beliefs and perspectives may impact on how some people make food and health choices, or are able to participate in physical activities. They will recognise occasions when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and that respect the rights of all.

# Cross-curriculum priorities

The Health and Physical Education curriculum must be both relevant to the lives of students and address the contemporary issues they face. With this and the education goals of the Melbourne Declaration in mind, writers should ensure that the curriculum gives appropriate attention to the following cross-curriculum priorities.

## Aboriginal and Torres Strait Islander histories and cultures

84. In the *Australian Curriculum: Health and Physical Education*, the Aboriginal and Torres Strait Islander histories and cultures priority will allow all young Australians to gain a deeper understanding and appreciation of the rich histories and cultures of our First Peoples, their significance for Australia and the impact they have had, and continue to have, on our world. This priority provides important and engaging contexts for exploring personal, community and group identities and for building understanding about the development of spirituality and belief systems.
85. The *Australian Curriculum: Health and Physical Education*, encourages all students from Foundation to Year 10 to engage with Indigenous communities to understand and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples. Health and Physical Education will promote exploration of Aboriginal and Torres Strait Islander cultural heritage and further develop student knowledge of the cultures, identities, countries and places of Aboriginal peoples and Torres Strait Islander peoples.
86. Students learn about the richness and variety of Aboriginal and Torres Strait Islander modes of communication and ways of living. Students will explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community. Students will experience the richness of the contribution that Aboriginal and Torres Strait Islander communities continue to make to the wider community through participation in traditional and contemporary games, physical activities and cultural practices. In doing so, students will develop an appreciation of Aboriginal and Torres Strait Islander peoples through valuing their contribution to the wider social and cultural community of Australia.

## Asia and Australia's engagement with Asia

87. In the *Australian Curriculum: Health and Physical Education*, the priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of health and physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.
88. The *Australian Curriculum: Health and Physical Education* enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices, such as physical activity and traditions of medicine and healthcare.
89. In this learning area, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region and their cultural significance for Australian society. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices.

## Sustainability

90. The Sustainability priority addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present population without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local, regional and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.
91. In the *Australian Curriculum: Health and Physical Education* students will explore how they connect and interact with natural, managed and built environments and people in different social groups within their social networks and wider communities. They will consider how these structures and connections play an important role in promoting and supporting the wellbeing of individuals, the community and the environment as a whole.
92. Students will develop an understanding of the principles of sustainable practice. They will explore concepts of diversity, social justice and consumerism as they relate to the promotion and maintenance of health and wellbeing, and the importance of ensuring equitable access and participation for all community members. They will advocate and undertake actions to create and preserve environments that support healthy, active living, such as learning in and about the outdoors, the creation of spaces for outdoor learning, active recreation, active transport options, and growing, sourcing and choosing food products. Through their actions students will develop the capacity to contribute to a sustainable future.



# Glossary

93. The following terms are used throughout this document. Below are operational definitions for each of these terms that will be used by the curriculum writers when developing the *Australian Curriculum: Health and Physical Education*.

## **Advocacy**

94. The process of arguing in support of a cause or position or speaking out and acting on behalf of yourself or another to ensure that your or others' interests are taken into account.

## **Community health**

95. Community health focuses on work within defined communities to maintain and improve the health and wellbeing of all people through collective action.

## **Dimensions of health**

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

## **Dispositions**

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

## **Drug**

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

## **Elements of movement**

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

## **Emotional health**

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

## **Fundamental movement skills**

101. An organised series of basic movements that involve the combination in movement of two or more body segments. They are considered the building blocks of human movement. Examples include rolling, balancing, sliding, jogging, running, jumping, hopping, skipping, leaping, throwing, catching, kicking and striking.

## **Health literacy**

102. The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.

### **Mental health**

103. A person's cognitive and thinking processes, the capacity to think coherently, express thoughts and feelings and respond constructively to situations.

### **Minor games**

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

### **Modified games / sports**

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

### **Movement concepts**

106. Refers to a variety of knowledge and approaches that help individuals or groups to understand, analyse and achieve the objectives of an activity, performance or game.

### **Movement exploration**

107. To discover the body's potential for movement by experimenting with different ways to move.

### **Physical activity**

108. Physical activity is the process of moving the body that results in energy expenditure. Physical activity is a broad term that includes playing sport, fitness activities, exercise, activities such as dance, yoga, tai chi, everyday activities such as walking to work, household chores, gardening and many forms of active recreation. While movement is a foundation of physical activity, the term 'movement' draws attention to particular skills and concepts and reminds us that the study of movement has significant intellectual traditions.

### **Physical fitness**

109. Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. It is commonly conceptualised as being made up of: *health-related components* (such as cardiovascular fitness, flexibility, muscular endurance, and strength) and *skill-related components* (such as agility, balance, coordination, reactions, rhythm, power and speed).

### **Play-based learning**

110. Learning through which children organise and make sense of their worlds as they engage actively in play with people, objects and representations.

### **Preventive health**

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

### **Recreation**

112. Recreation is activity that people enjoy participating in during their free time and is recognised as having socially redeeming values. Active recreation requires physical exertion.

### **Resilience**

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

### **School sport**

114. School sport is an extra-curricular or co-curricular activity that is distinct from the Health and Physical Education curriculum. School sport can include intra- and inter-school sporting competitions and after-hours sports programs.

### **Sense of self**

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

### **Social health**

116. Social health applies to both societies and individuals. The social health of a society is defined by how well the society affords every citizen the opportunity to access the goods and services critical to functioning as a contributing member of society. Social health is also concerned with how individuals interact with the people around them, social institutions and social values and norms.

### **Spiritual health**

117. 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**

118. An activity involving physical exertion, skill and/or hand-eye coordination as the primary focus of the activity, with elements of competition. The rules and patterns of behaviour governing the activity usually exist formally through organisations.

### **Strengths-based approach**

119. The strengths-based approach focuses on the capacities, competencies, visions, values and hopes of all students, regardless of their current circumstances, to optimise their health and that of others. Its foundation is the concept of salutogenesis that looks to extend preventive health to the creation of health through individual, community and societal assets.

### **Wellbeing**

120. Wellbeing relates to a sense of satisfaction and happiness, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.