



Australian Curriculum

Health and Physical Education: Foundation to Year 10

Draft for Consultation

December 2012

Rationale

Health and Physical Education teaches students how to enhance their own and others' health, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In Health and Physical Education, students develop the knowledge, understanding, and skills to strengthen their sense of self, build and maintain satisfying relationships. It also helps them be resilient, make decisions, and take actions to promote their health and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise health behaviour. They also learn to use resources for themselves and the communities with which they identify, and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities, and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practice, and refine personal, interpersonal, behavioural, social, and cognitive skills.

Health and Physical Education also addresses how personal, social, cultural, and environmental factors influence the health, wellbeing, and physical activity patterns of individuals, groups, and communities. It provides opportunities for students to develop the skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' wellbeing in creating a sustainable future.

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

Aims

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

- access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan
- develop and use personal, interpersonal, behavioural, social and cognitive 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 strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Organisation

Content structure

The *Australian Curriculum: Health and Physical Education* has two interrelated strands for Foundation to Year 10:

- Personal, social and community health
- Movement and physical activity.

The two strands provide a balance between health and movement-related knowledge, understanding, and skills.

A strengths-based curriculum

The Health and Physical Education curriculum is informed by a strengths-based approach. This affirms that all children and young people, and their communities, have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.

The Health and Physical Education curriculum encourages positive expectations of all young people as learners and assumes that all students are able to learn, develop, and succeed. The curriculum is based on the following principles, which recognise that although young people have varying access to personal and community resources, they have the capacity to:

- be healthy, safe and active and move with competence and confidence
- enhance their own and others' health and wellbeing and physical activity participation
- enrich and sustain healthy and active communities.

Relationship between the strands and content

The three principles outlined above guide the content in each of the two strands. In doing so, both strands aim to build the skills, capacities, and resources of all students to lead healthy, safe, and active lives. The curriculum recognises the unique interrelationship between movement and health. Movement and physical activity promotes wellbeing across the multiple dimensions of health and provides an important medium for learning within, and across, the two strands.

The table and text following, provide an overview of the structural elements within each of the strands that are used to organise content and describe expectations in relation to what students will be taught.

Strands	Personal, social and community health	Movement and physical activity
Key ideas	<ul style="list-style-type: none">• Being healthy, safe and active• Communicating and interacting for health and wellbeing• Contributing to healthy and active communities	<ul style="list-style-type: none">• Moving our body• Understanding movement• Learning through movement

Contexts for learning	<ul style="list-style-type: none"> • Alcohol and drugs • Food and nutrition • Health benefits of physical activity • Mental health and wellbeing • Relationships and sexuality • Safety 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Fundamental movement skills • Games and sports • Health-related physical activities • Rhythmic and expressive movement
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Key ideas

In the *Australian Curriculum: Health and Physical Education*, there are six key ideas (three in each strand). These organise the content and frame the development of knowledge, understanding and skills in the *Personal, social and community health* strand and the *Movement and physical activity* strand within and across year levels.

Personal, social and community health

The content in the *Personal, social and community health* strand is organised under three key ideas:

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

Being healthy, safe and active

This key idea recognises that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts. The content focuses on supporting students to make decisions about their own health and wellbeing. The content aims to develop the knowledge, understanding and skills to support students to be resilient. It also enables and empowers them to access and understand health information, and to make health-enhancing decisions. In addition, the content explores personal identities and emotions, and the personal, social, cultural and environmental factors that influence their own health and wellbeing.

Communicating and interacting for health and wellbeing

This key idea focuses on supporting students to understand the roles various relationships play in promoting health, safety and wellbeing. The content aims to develop knowledge, understanding and skills to enable students to critically engage with a range of health contexts and issues. It also helps them apply new information to changing circumstances that can influence their own and others' health and wellbeing.

Contributing to healthy and active communities

This key idea focuses on supporting students to be engaged contributors to initiatives that build and optimise the health and wellbeing of the communities with which they identify, or to which they belong. The content aims to develop knowledge, understanding and skills to enable students to critically analyse the range of factors that influence the health and wellbeing of communities and

support them to selectively access information, products, services, and environments in order to take action to promote the health and wellbeing of their communities.

Health contexts for learning

The content in each of the three key ideas from Foundation to Year 10 has been written so it can be taught through the following relevant and contemporary health contexts.

1. **Alcohol and drugs:** This context explores a range of drugs and the impact they can have on individuals, families, and communities. The learning within this context may include:
 - safe use of prescription medicines, over-the-counter products and bush medicines
 - classification of drugs/types
 - effects of tobacco, alcohol and drug use on individuals and communities
 - influences on choices related to drug use
 - managing risks
 - assertive behaviours
 - help-seeking strategies
 - use of performance-enhancing drugs.
2. **Food and nutrition:** This context explores the role of food and nutrition in enhancing health, wellbeing, and performance. The learning within this context may include:
 - making healthy choices in relation to food and nutrition
 - understanding energy needs
 - nutritional requirements
 - nutrition for performance
 - nutrition for wellbeing
 - how cultural and contextual factors shape what we eat.
3. **Health benefits of physical activity:** This context explores the influence and impact regular physical activity participation can have on individual health and wellbeing. The learning within this context may include:
 - physical, social, emotional and cognitive benefits of regular physical activity
 - personal, social, cultural and environmental influences on participation
 - identifying opportunities for physical activity in daily routines
 - developing personal plans and strategies for including and persisting with regular physical activity.
4. **Mental health and wellbeing:** This context explores how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The learning within this context may include:
 - mental health promotion

- resilience
 - developing a sense of self-efficacy, sense of belonging and connection
 - coping strategies
 - decision-making skills
 - help seeking strategies
 - developing networks of support.
5. **Relationships and sexuality:** This context explores the changes that occur during puberty and issues related to relationships and sexuality. Students practise and apply the skills required for developing and maintaining respectful relationships and explore the factors that influence gender and sexual identities. The learning within this context may include:
- understanding and managing physical, social, and emotional changes that occur over time
 - exploring sexual and gender identities
 - managing intimate relationships
 - understanding reproduction and sexual health
 - accessing community health services
 - establishing and managing changing relationships
 - role of power in relationships
 - bullying and harassment
 - difference and diversity.
6. **Safety:** This context explores the safety issues that students may encounter in their everyday lives. The learning within this context may include:
- personal safety
 - protective behaviours
 - road safety
 - online safety
 - water safety and surf safety
 - safe participation in physical activity
 - sun safety
 - farm safety
 - first aid and emergency care
 - relationship/dating safety.

The band descriptions outline expectations for when each of these health contexts will be taught. There may be additional health contexts relevant to local needs and interests that schools/teachers may wish to include within their programs.

Movement and physical activity

The content in the *Movement and physical activity* strand is organised under three interrelated key ideas:

- Moving our body
- Understanding movement
- Learning through movement.

Moving our body

This key idea focuses on the acquisition and refinement of a broad range of movement skills. Students apply rules, movement concepts, strategies, and tactics to move with competence and confidence in a range of physical activities. The content in this key idea lays the important early foundations of play and fundamental movement skills. It also builds upon these to support lifelong participation and enhanced performance in physical activities.

Understanding movement

This key idea focuses on developing knowledge and understanding about how our body moves, why we move our bodies in particular ways, what happens to our body when it moves and with whom we move. While participating in a range of physical activities, students explore the theories, techniques, and strategies that can be used to understand and enhance the quality of movement and physical activity performance. Students also understand the behavioural aspects related to regular physical activity and develop the dispositions necessary to be an active individual. They explore the place and meaning of physical activity, outdoor recreation, and sport in their own lives, across time and cultures. They also experience the varied roles within organised sport and recreational activities.

Learning through movement

This key idea focuses on the personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem solving, critical, and creative thinking and cooperative skills. The skills can be developed as students work in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students also develop important social-emotional skills such as self-regulation, self-awareness, self-management, persisting with challenges and striving for enhanced performance while participating in a range of physical activities.

Content in the *Learning through movement* key idea is strongly interrelated to content in the other key ideas within the *Movement and physical activity* strand, as well as some aspects of the *Personal, social and community health* strand. As such, the content in this key idea should be taught in conjunction with content from the other key ideas to create meaningful and contextual learning experiences for students.

Movement contexts for learning

The content from the *Movement and physical activity* strand should be taught through a range of movement and physical activity contexts. These contexts include, but are not limited to:

1. **Active play and minor games:** This context explores learning through which children engage actively in play with people, objects, and representations. The types of physical activities within this context may include:
 - imaginative play
 - small group games
 - minor games
 - lead-up games.
2. **Challenge and adventure activities:** This context explores how individuals can participate in a variety of physical activities designed to challenge themselves physiologically, behaviourally and/or socially in diverse contexts and environments. The physical activities within this context may include:
 - surfing
 - mountain biking
 - orienteering
 - rock climbing
 - triathlon
 - bushwalking
 - canoeing.
3. **Fundamental movement skills:** This context explores the development of fundamental movement skills that provide the foundation to competent and confident participation in a range of physical activities. The fundamental movement skills to be developed within this context include:
 - rolling
 - balancing
 - sliding
 - jogging
 - running
 - leaping
 - jumping
 - hopping
 - dodging
 - galloping
 - skipping
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
 - propelling the body in water.

4. **Games and sports:** This context explores the development of movement skills, concepts, and strategies through a variety of games and sports. The types of physical activities within this context may include:
- modified games such as Minkey and Auskick
 - traditional games or sports such as athletics, court games (for example tennis)
 - territorial activities (for example touch football)
 - culturally significant games (such as Indigenous games)
 - non-traditional games and sports (such as UltimateDisc or student-designed games).
5. **Health-related physical activities:** This context explores how participation in physical activity can result in enhancement of health-related fitness and wellbeing across the lifespan. The physical activities within this context may include:
- fitness activities
 - aerobics
 - Pilates
 - yoga
 - resistance training
 - bushwalking
 - swimming
 - tai chi.
6. **Rhythmic and expressive:** This context explores how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes. The physical activities within this context may include:
- creative movement
 - styles of dance
 - gymnastics
 - circus skills
 - rhythmic gymnastics.

It is expected that throughout Foundation to Year 10, students will regularly engage in practical learning experiences in each of these contexts. The band descriptions include expectations in relation to when each of the contexts should be included in teaching programs.

Band descriptions

The Health and Physical Education curriculum is written in six band levels: Foundation; Years 1 and 2; Years 3 and 4; Years 5 and 6; Years 7 and 8; and Years 9 and 10.

Band descriptions provide an overview of the content at each level. They also direct teachers to the health and movement contexts that should provide a substantial emphasis of learning in each band. In addition, they emphasise opportunities for integration of content across the two strands.

Content descriptions

The *Australian Curriculum: Health and Physical Education* includes content descriptions for each band. These describe the knowledge, understanding and skills teachers are expected to teach, and students are expected to learn. Content descriptions do not prescribe approaches to teaching. They have been organised under three key ideas in each strand and have been written to ensure learning is appropriately ordered and that unnecessary repetition is avoided. The order and detail in which the content is taught within each band level are programming decisions for teachers. However, a concept or skill introduced at one band level may be revisited, consolidated, and further enhanced at later band levels as needed.

Achievement standards

These describe the quality of learning (the depth and breadth of conceptual understanding and the sophistication of skills) students typically should demonstrate by a particular point in their schooling.

When the final curriculum is published, portfolios of annotated student work samples that illustrate the expected learning and help teachers to make judgments about whether students have achieved the standard will accompany it.

Content elaborations

To help teachers develop a common understanding of the intent and breadth of learning being described in each of the content descriptions, content elaborations are provided for Foundation to Year 10 as support material. They are not intended to be comprehensive lists of how content should be taught. Rather, they illustrate how the content could be taught through the relevant health and movement contexts.

Glossary

A glossary is provided to support a common understanding of key terms used in the draft curriculum. The glossary contains more detailed descriptions of the health, movement and physical activity contexts, and the learning that might be covered in each.

Implications for implementation

In the *Australian Curriculum: Health and Physical Education*, the two strands of *Personal, social and community health* and *Movement and physical activity* are interrelated and can inform and support each other. When developing teaching and learning programs, teachers can combine content descriptions in different ways to provide students with learning experiences that meet their needs and interests.

Health and movement contexts in the Health and Physical Education curriculum

The content in the curriculum can be explored through a range of health and movement contexts that meet localised needs and student interests. The band descriptions and content descriptions identify appropriate contexts for each band of learning. It is expected that these contexts will provide a substantial focus of the Health and Physical Education program in that band of learning. This ensures appropriate breadth and depth of learning experiences across the range of relevant contexts. Decisions about the specific timing of when contexts will be explored within the two-year band (for example, whether to teach about safety in Year 3 or Year 4 or in both years) will be the responsibility of schools and teachers. It should take into account local needs, available resources, contextual factors, and students' maturity.

Guidelines for selecting health contexts

The content from the *Personal, social and community health* strand can be explored through a range of relevant and contemporary health contexts that meet localised needs and student interests. It is expected that students will be taught about a range of health contexts across their years of schooling.

The health contexts identified across Foundation to Year 10 include, but are not limited to:

- Alcohol and drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety.

Guidelines for selecting movement contexts

The content from the *Movement and physical activity* strand, and some aspects of the *Personal, social and community health* strand, can be explored through a range of movement contexts. It is expected that students will experience a diverse range of movement and physical activities across their years of schooling that meet localised needs and student interests.

The movement and physical activity contexts identified across Foundation to Year 10 include, but are not limited to:

- Active play and minor games
- Challenge and adventure activities

- Fundamental movement skills
- Games and sports
- Health-related physical activities
- Rhythmic and expressive movement.

Planning considerations

When planning teaching programs in Health and Physical Education, learning experiences will draw on content descriptions from across key ideas within the same strand. Where appropriate, they will include content that is drawn from both strands. In teaching Health and Physical Education, opportunities for practical application enhance the development of knowledge and understanding across a range of relevant and meaningful health and movement contexts.

The content descriptions in the *Australian Curriculum: Health and Physical Education* enable teachers to develop a variety of learning experiences that are relevant, rigorous, and meaningful. They also allow for different rates of development, in particular for younger students and for those who require additional support. While content descriptions do not repeat key skills across the bands, many aspects of the Health and Physical Education curriculum are recursive. This means teachers need to provide ample opportunity for revision, ongoing practice, and consolidation of previously introduced knowledge and skills.

Some students will require additional support to develop their skills in Health and Physical Education. Organisation of the curriculum in bands provides an additional level of flexibility that supports teachers to plan and implement learning programs that are appropriate for all students.

In the *Australian Curriculum: Health and Physical Education*, it is expected that appropriate adjustments will be made for some students to enable them to:

- access and participate in meaningful learning
- demonstrate their knowledge, understanding and skills across the two strands.

Assessment of the *Australian Curriculum: Health and Physical Education* takes place for different purposes, including:

- ongoing formative assessment to monitor learning and provide feedback to teachers to enhance their teaching, and for students to improve their learning
- summative assessment to assist schools in reporting the progress and achievement of students to parents and carers.

Teachers use the achievement standards throughout, and at the end of, a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Organisation of learning

The curriculum recognises that the way schools organise learning at the local level varies depending on local needs, resource availability and timetabling structures. The content from the Health and Physical Education curriculum can be organised and delivered in a range of ways, through a number of different school subjects such as Home Economics or Outdoor Education.

Home Economics

Home Economics supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities in the local and global context. Elements of learning in Home Economics will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum. The primary content that will be drawn from the Health and Physical Education curriculum is in relation to food and nutrition, growth and development, identity, and connecting to others.

The Health and Physical Education curriculum focuses on developing the knowledge, understanding and skills to make healthy choices about food and nutrition. Students learn about this by exploring the range of influences on these choices and building the skills to access and assess nutritional information that can support healthy choices. In Health and Physical Education, students become increasingly aware of the stages of growth and development. They take increasing responsibility for their own growth and development by exploring, and learning how to manage, the many different factors that influence their identities. They also develop a practical understanding of how connections to other people influence wellbeing. They learn positive ways to communicate, interact and relate to others in a range of social and movement-based situations.

Outdoor Education

Outdoor Education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop 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 on content 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 areas of outdoor recreation and the influence of connection to place and communities on health and wellbeing.

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

Importance of a healthy school environment

It has long been recognised that the broader school environment can enhance the delivery of the Health and Physical Education curriculum. Learning in Health and Physical Education supports students make decisions about their health, wellbeing, safety, and physical activity levels. If consistent messages are evident across the school and wider school community, this learning is

validated and reinforced. Students are also better able to practise and reinforce their learning in Health and Physical Education if teaching and learning in all curriculum areas and the whole school environment reflect the knowledge, understanding and skills delivered in the Health and Physical Education curriculum. A healthy and supportive school environment may be enriched through health-enhancing school policies, processes, and appropriate partnerships with parents, community organisations, and specialist services.

Health and Physical Education across Foundation to Year 10

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

Foundation–Year 2

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

The curriculum in Foundation to Year 2 focuses on developing the knowledge, understanding, and skills that support students to be healthy, safe, and active individuals who can move competently and confidently in a range of physical spaces and on diverse surfaces. The health contexts explored in the Foundation to Year 2 curriculum include, but are not limited to:

- safe use of medicines
- food and nutrition
- health benefits of physical activity
- safety.

The movement and physical activity contexts that students will experience in the Foundation to Year 2 curriculum include, but are not limited to

- active play and minor games
- fundamental movement skills
- rhythmic and expressive movement.

Year 3–Year 6

As students move through primary school, the focus broadens also to include the knowledge, understanding, and skills necessary to support and enhance their own health and wellbeing and that of their family and friends. Students are increasingly connected to their world and their peers. Personal and social skills take on an increasing importance, and students become more aware of gender expectations and stereotypes. They look to family, peers, the media, the Internet, and the community for role models. Students in Years 3–6 further develop and refine their fundamental movement skills, learn about the common features of games and expand their understanding of

movement strategies and different tactical solutions to increase their sense of success in physical activities.

The Health and Physical Education curriculum in Year 3 to Year 6 provides explicit learning opportunities to develop the communication skills, social skills and behaviours needed to work effectively with others in a range of environments and contexts. The health contexts explored in Years 3 to 6 include, but are not limited to:

- alcohol and drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality (from Year 5)
- safety.

The curriculum allows students to experience a range of movement activities, to develop further movement competence and confidence. It also supports and encourages lifelong physical activity participation. The movement and physical activity contexts that students will experience in Years 3 to 6 include, but are not limited to:

- active play and minor games
- challenge and adventure activities
- fundamental movement skills
- games and sports
- health-related physical activities
- rhythmic and expressive movement activities.

Year 7–Year 10

Students in Years 7–10 are beginning to face more complex life decisions. Their lives and the environments they are living in are changing rapidly. A major influence on these students is the world around them, and their peers become a key source of information and motivation. Increasing levels of access to mobile technologies give students the capacity to be connected and online 24 hours a day. It is important for students to develop the knowledge, understanding, and skills necessary to manage their online engagements, particularly in relation to their online identities and balancing their time online with schoolwork, sleep and other commitments. Health and Physical Education in these years plays an important role in maintaining physical activity participation. Practical learning experiences in these years support students to select, implement, and maintain an appropriate physical activity routine that enhances their health and wellbeing. They learn the benefits of being fit, and that fitness can be improved and maintained through specific activities.

The Health and Physical Education curriculum in Year 7 to Year 10 explores the broader role students can play in contributing to the health and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families, and community, while also developing health literacy skills.

The health contexts explored in Years 7 to 10 include, but are not limited to:

- alcohol and drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety.

The curriculum supports students investigate techniques to assess the quality of movement performances. They also use a range of tools to appraise, analyse, and enhance performances. In addition, they develop the skills and confidence to be creative in the way they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.

This learning will be developed through participation in movement and physical activity contexts including, but not limited to:

- challenge and adventure activities
- games and sports
- health-related physical activities
- rhythmic and expressive movement activities.

Student diversity

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

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

More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs, and will be available under *Student Diversity* on the Australian Curriculum website by the end of January 2013.

Students with disability

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

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

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

Adjustments to the practical delivery of movement-based lessons will be necessary to ensure some students with physical disability can access, participate, and achieve on the same basis as their peers.

Gifted and talented students

Teachers can use the *Australian Curriculum: Health and Physical Education* flexibly to meet the individual learning needs of gifted and talented students.

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

English as an additional language or dialect

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

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

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the *Australian Curriculum: Foundation to Year 10* in each learning area accessible to EAL/D students.

Same sex attracted and gender diverse students

Same sex attracted and gender diverse young people are becoming increasingly visible in Australian schools. The *Australian Curriculum: Health and Physical Education* is designed to allow schools flexibility to meet the needs of these young people, particularly in the health context of relationships and sexuality. As students facing these issues exist in all school communities, it is expected that opportunities will be taken when implementing the Health and Physical Education curriculum to ensure teaching is inclusive and relevant to their lived experiences.

General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours, and dispositions. Together with curriculum content in each learning area and the cross-curriculum priorities, these will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical behaviour
- intercultural understanding.

In the *Australian Curriculum: Health and Physical Education*, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations.

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

The following descriptions provide an overview of how general capabilities are addressed in the *Australian Curriculum: Health and Physical Education*. Detailed general capabilities materials, including learning continua, can be found on the Australian Curriculum website at <http://www.australiancurriculum.edu.au> in the *General capabilities* section.

Literacy

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 understand the language used to describe health status, products, information, and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge, and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings as performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analysing their own and others' movement performances.

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

Numeracy

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

Information and communication technology (ICT) capability

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

They use a range of ICT to analyse, measure and enhance movement performances to access and critically evaluate health information, products, and services. They also use ICT to develop personalised plans for nutrition and physical activity participation.

Critical and creative thinking

The *Australian Curriculum: Health and Physical Education* develops students' ability to think logically, critically, and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages, and creatively generate and explore original alternatives and possibilities. 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. They do this by designing effective and appropriate strategies and products that promote personal, social and community health and wellbeing. Students will also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

The *Australian Curriculum: Health and Physical Education* also provides learning opportunities that support dance making, games creation, and play 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 and their responses to physical settings. Students will respond to emotional, social, environmental, 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

Health and Physical Education is a key contributor to the development of personal and social capability for all students. 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.

The curriculum provides opportunities for students to explore their own personal identities and develop an understanding of factors that influence and shape a sense of identity. Students learn how to recognise, understand, validate, and respond appropriately to their own emotions, strengths and values.

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

Ethical behaviour

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 examine ethical principles and codes of practice appropriate to different contexts such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media. They 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 develop skills. These support them in making ethical decisions and in understanding the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and in movement-based contexts.

Intercultural understanding

The *Australian Curriculum: Health and Physical Education* provides opportunities for students to recognise and respect different ways of thinking about personal, family, and social health issues. They also learn about different individual, group, and intergroup participation in physical activity and health practices. Students appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or are able to participate in physical activities. They recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They will be able to examine stereotypical representations of various social and cultural groups in relation to community health issues and concepts of participation, success, and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of health and physical activity within their families, social groups, and institutions and other cultures within the broader community.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

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

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

Aboriginal and Torres Strait Islander histories and cultures

In the *Australian Curriculum: Health and Physical Education*, the Aboriginal and Torres Strait Islander histories and cultures priority will allow all young Australians to gain a deeper understanding and appreciation of the dynamic and beautiful 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.

The *Australian Curriculum: Health and Physical Education*, encourages all students from Foundation to Year 10 to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples. Health and Physical Education will explore 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.

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 also have the opportunity to participate in physical activities and cultural practices such as traditional and contemporary games.

Asia and Australia's engagement with Asia

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.

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. These include physical activity and traditions of medicine and healthcare.

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

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.

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. These include learning in, and about, the outdoors, the creation of spaces for outdoor learning, active outdoor recreation, active transport options, and growing, sourcing, and choosing food products. Through their actions, students will develop the capacity to contribute to a sustainable future.

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Links to other learning areas

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

English

With the convergence of different textual forms and the growing importance for students to be able to interpret and critique media texts, Health and Physical Education and English work together. They help students understand the codes and conventions that are used to communicate meaning. Analysis of texts in English demonstrates the power of language and symbol. The skills that are developed in English help students critically analyse a range of health and physical activity texts to assess them for accuracy and reliability, as well as for deconstructing the subtleties of health messaging.

Mathematics

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

History

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

In both History and Health and Physical Education, students learn about their own social context of family, friends, and school. They also explore concepts related to the history of sport and physical activity and their place in Australian society.

Science

Skills central to Health and Physical Education such as communicating with others, problem solving, comprehending and using existing resources in the development of new ideas also reinforce learning in Science. There is a strong relationship between the development of observational skills, imaginative speculation, and encouragement of curiosity and questioning within science and Health and Physical Education. Health and Physical Education provides opportunities for students to explore and communicate scientific ideas and to develop and practise technical skills. They do this through activities such as monitoring body responses to exercise that

present an understanding of how systems work together to produce energy and movement. They also use tools, techniques, and processes to analyse and investigate movement performance in a practical context. Using knowledge and understanding developed in Health and Physical Education enables students to challenge thinking about scientific issues that affect society.

Geography

Students are curious about their personal world and are interested in exploring it. Through Health and Physical Education, as in Geography, students explore their immediate experience and their own sense of place, space, and environment in relation to their identities and physical activity participation. Learning about their own place, and building a connection with it, contributes to their sense of identity and belonging.

Through Health and Physical Education, students find out about the ways they are connected to places throughout the world through physical activities and cultural practices from other places, families and cultural groups in their community and the origin of familiar health and physical activity practices. Challenge and adventure activities provide a unique medium for exploring these aspects of learning.

The Arts

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

Foundation to Year 10 curriculum

Foundation

Foundation band description

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

The content explores the people that are important to students and develops their capacity to initiate and maintain healthy relationships in a range of contexts. These include at school, at home, in the classroom, and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn in movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they develop safe practices while sharing equipment and playing games.

In the Foundation year, students will explore questions such as:

- what does it mean to be healthy, safe, and active?
- who can help me to be healthy, safe, and active?
- how can my body grow and move in different ways?
- how do I feel when I am physically active?
- how can I cooperate with others?

The health contexts to be explored in Foundation include, but are not limited to, safe use of medicines, food and nutrition, health benefits of physical activity and safety.

The movement and physical activity contexts that students will experience in Foundation include, but are not limited to, active play and minor games, fundamental movement skills and rhythmic and expressive movement.

Foundation content descriptions and elaborations

Personal, social and community health

Being, healthy, safe and active

1.1 Describe ways to include others in a range of activities to support them to feel like they belong, including movement-based and classroom activities

- exploring how people feel when they are included and excluded from groups and activities using rhymes, stories and song
- demonstrating appropriate language when celebrating achievement, encouraging others and developing a sense of belonging in the class
- demonstrating how to include other students in physical activities when completing movement tasks or practising the performance of fundamental movement skills
- expressing appreciation when others give help and offering encouragement such as showing attention by turning to face the person speaking, using gestures such as nodding or waving, and exploring non-verbal cues to show interest and attention.

1.2 Name different parts of the body and describe how their body is growing and changing

- using correct anatomical terminology to identify body parts, connecting these terms to the relevant body parts and identifying private and public body parts
- identifying how bodies grow and change by sorting photographic images to demonstrate an understanding of stages of growth
- recording and mapping growth on individual and group growth charts or constructing a class height line
- using stories, rhymes, drawings or drama to describe what happens to children as they get older (for example, they grow taller, lose a tooth, their hair gets longer, clothes and shoes don't fit, and they are able to feed themselves).

1.3 Identify and describe emotional responses to a range of situations

- selecting and describing photographs from media sources of people who are happy, sad, excited, tired, angry, scared or confused and sorting to categorise the emotions
- using appropriate language to communicate their feelings and practising self control, such as stopping and sitting out to calm down when feeling angry or annoyed
- recalling and sharing emotional responses to a range of situations such as surprises, celebrations and challenges through creating and displaying drawings, collages and paintings.

1.4 Explore and practise daily habits that promote health and wellbeing, regular physical activity, safe practices and protective behaviours

- identifying practices and routines that support health and wellbeing (for example, washing hands, blowing nose, cleaning teeth, coughing into hands, holding an adult's hand when crossing the road, eating a healthy breakfast each day, getting plenty of sleep, and walking to school rather than being driven)

- identifying popular health slogans they have seen or heard and discussing the behaviours that are being encouraged, such as slip, slop, slap, wrap (sun safety); go for two and five (healthy eating); click, clack, front and back (passenger safety); do the five (water safety)
- comparing the difference between helpful medicines and inappropriate use of medicines including over-the-counter, alternative and bush medicines
- exploring protective behaviours to keep safe (for example, identifying safe and unsafe areas or places and recognising environmental dangers in the community such as water environments, roads and animals)
- exploring the benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community.

Communicating and interacting for health and wellbeing

1.5 Identify the people who are important to them and describe how they help keep them safe

- drawing or collecting images of people who are special and important to them, and sharing and discussing their pictures with other students
- identifying the different relationships they have with people and which of these relationships make them feel loved, safe and supported
- reading stories about characters who are/are not cooperating or observing rules and proposing strategies for how they might observe rules, or encourage others to, so everyone can get along and be safe
- naming trusted people in their community who can help them stay safe such as family, peers, local police, or lifeguard
- practising ways of asking for help (for example, if they are lost in a supermarket, if they have hurt themselves in the playground, if they feel uncomfortable or unsafe in a situation or with a person and/or someone is being unkind to them or their friends).

Contributing to healthy and active communities

1.6 Identify simple actions they can take to support classmates to be healthy and active

- recognising their actions can help keep other classmates be safe, such as putting equipment away correctly, following class rules, listening to and following instructions, and identifying things not to be shared due to potential of contamination, infection and anaphylaxis
- recognising that being kind, fair, and respectful to others can support the health and wellbeing of the class.

Movement and physical activity

Moving our body

1.7 Perform and practice a range of fundamental movement skills and simple movement sequences using different parts of the body and in response to stimuli, including equipment, rhythm, music, and words

- performing a range of locomotor skills in any direction from one point to another such as walking, running, jumping, hopping, skipping, galloping, leaping, crawling, sliding, leaping and rolling
- performing a range of manipulative skills involving handling and controlling objects with the hand or foot such as kicking, throwing, catching and bouncing and striking
- performing a range of water confidence skills such as blowing bubbles in the water with face fully submerged, front and back float with an aid, front and back glide
- creating simple movement sequences without equipment such as crawling like a baby, moving like a tree in the wind, dancing to music, and moving to a beat
- responding to rhythm, beat, music and words with movement such as marching to a beat, galloping to a clapped rhythm or performing simple dances to music
- performing a range of animal walks such as jumping like a frog, crawling like a crocodile, walking like a bear, hopping like a rabbit, and moving like a jellyfish.

1.8 Participate safely in simple games with and without equipment, including moving safely in space, respecting others' space and passing to other players

- demonstrating an understanding of the game by following procedures for participation such as running when someone taps your hand, stopping play when the whistle goes, and keeping the ball inside the boundaries
- participating in a range of simple games without equipment such as chasing and tagging games that require students to be aware of personal safety and game boundaries
- responding to a whistle and commands such as go, stop, freeze, look and listen when participating in a range of simple games with equipment where it is important that groups respect other groups' space
- following instructions for personal safety such as wearing a hat, applying sunscreen, dressing appropriately for weather conditions, wearing a bike helmet, and using a slide entry to get into the water
- participating in range of simple games from other cultures and identifying how to use equipment correctly, and how to ensure that they are moving safely around other players.

1.9 Send and receive a range of objects at different levels and in different ways

- using a range of techniques to roll different types of balls along a line to reach a target
- tossing different objects such as bean bags into the air and catching them with two hands

- throwing different objects such as bean bags, quoits, different types of balls underarm and overarm at a chosen target
- bouncing a large ball with two hands and catching it with two hands
- kicking a stationary ball or object between two markers, against a wall or at a chosen target
- demonstrating the correct technique for catching and receiving a range of different sized and shaped objects.

Understanding movement

1.10 Describe how they feel before, during and after participating in physical activities

- describing their bodies' responses to physical activity using words, signs or pictures such as hot, tired, out of breath, puffed and sweaty
- describing their feelings about participating in different physical activities using concepts such as excited, scared, happy, and nervous
- sharing the things they enjoy about being physically active such as opportunities to play, practice, be outdoors, and use space.

1.11 Identify how their body moves in relation to effort, space, objects, and people

- demonstrating the difference between personal space and general space in play, games and other activities and moving safely around the environment and negotiating space
- using words/signs/pictures to describe body positions when performing a range of different movements
- demonstrating how they can balance on different parts of the body and make different shapes
- using different body parts to perform a movement such as swinging both arms and bending legs when jumping forward or up
- comparing different types of balances and identifying which ones are easier and harder, and why this might be the case.

1.12 Identify what makes activities enjoyable and safe, and how physical activity keeps them healthy and well, through participating in a range of physical activities

- participating in a range of physical activities that can be played alone, as part of a family or other group, and describing what makes each activity enjoyable
- describing a favourite physical activity to others, identifying why they enjoy it and demonstrating how to play or do the activity
- playing a range of different modified games and being able to identify the rules of each game and why they need to be followed.

Learning through movement

1.13 Cooperate with others when participating in a range of physical activities

- demonstrating sharing and other cooperative behaviours such as taking turns, being fair and sharing equipment when participating in a range of physical activities
- working with a partner or small group to complete a movement task or challenge such as how to pass the ball from one person to the next without the ball touching the ground and by only using your dominant hand
- mirroring a partner while moving to music.

1.14 Approach new movement situations with confidence to cope effectively when faced with challenging movement tasks

- describing positive or negative reactions to different movement tasks, and identifying practical strategies when trying new movement activities
- making positive choices when faced with a decision about how they participate in a movement activity
- sharing their success at a new movement task by performing it for others in their group or class.

1.15 Identify movement challenges and test possible solutions through trial and error

- sharing their thinking on possible solutions to movement challenges with a partner or small group
- posing questions about what might be the outcome of possible solutions
- attempting a range of different ways to solve the movement challenge and discussing which ways worked and which ones did not.

Foundation achievement standard

By the end of Foundation Year, students recognise how their body is growing and changing. They also recognise the important people in their lives who help them be healthy, safe, and physically active every day. They identify how to move and play safely, and are able to describe how their body responds to movement.

Students demonstrate how to express different emotions, and the personal and social skills to include others in a range of activities. With guidance, they demonstrate healthy and safe practices in classroom and movement situations, and are able to demonstrate help-seeking strategies. They perform a range of fundamental movement skills with increasing confidence and competence in physical play, modified games, and rhythmic and expressive activities.

Year 1 and 2

Year 1 and 2 band description

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

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

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

In Years 1 and 2 students will explore questions such as:

- how can I be healthy, safe, and active at school?
- where can I find the information and strategies I need to make decisions to be healthy, safe, and active?
- how can I help others in my class be healthy, safe, and active?
- how can I perform well in different physical activities?
- how does my body react when I participate in different activities?
- how can I be an effective group member?

The health contexts to be explored in Year 1 and Year 2 include, but are not limited to, safe use of medicines, food, and nutrition, health benefits of physical activity and safety.

The movement and physical activity contexts that students will experience in Year 1 and Year 2 include, but are not limited to, active play and minor games, fundamental movement skills and rhythmic and expressive movement.

Years 1 and 2 content descriptions and elaborations

Personal, social and community health

Being healthy, safe and active

2.1 Identify personal beliefs and strengths that contribute to a strong sense of self and recognise their own strengths and achievements and those of others

- identifying personal achievements such as learning to swim, tying shoelaces or riding a bike, and describing what they had to do to achieve them and how they felt when they first achieved them
- reading stories in which characters demonstrate different character strengths, sharing how these strengths helped the character to be successful and identifying which of these strengths they possess as individuals
- drawing a picture depicting their strengths and what they are good at, and describing how it makes them feel to be good at these things
- identifying their own strengths and describing how they have developed over time (for example, “I have a good sense of humour because my Dad always encourages me to tell jokes” or “I’m good at helping others because I have always helped my little brother”).

2.2 Recognise differences in individuals and groups and explore how these differences can be celebrated and respected

- examining a variety of images of different families, communities and cultural groups to identify the features that make them similar to others and unique such as physical features, fingerprints, traditional dress, food choices, and activities they participate in as a family
- investigating how food practices differ with families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values
- exploring the importance of story-telling through dance, music and song in Aboriginal and Torres Strait Islander culture, and discussing cultural practices in their own culture used to share stories, establish rules and pass on significant information from one generation to the next.

2.3 Compare different physical and social changes children go through as they grow and describe ways that their family and community acknowledge these changes

- creating visual timelines to record personal changes in physical appearance such as photographic collages and slide shows that compare themselves now to when they were younger
- describing how their relationships have grown and changed since they were younger (for example, cousins and siblings were main friends when younger, and now school mates are important friends)

- recognising that bodies grow at different rates into different sizes, through exploring a variety of images to identify the different growth patterns that people experience over time
- examining a range of different ways families and cultural groups acknowledge and celebrate major stages of development, such as birthdays, coming of age ceremonies, losing first tooth or starting school
- identifying and naming the characteristics and features of males and females using anatomically correct terms
- describing and comparing levels of independence such as discussing what they are allowed to do now, and explaining how this has changed since they were younger.

2.4 Reflect on, and respond to, their emotions in ways that positively take into account their own feelings and those of others

- brainstorming the body's reactions to a range of situations, including unsafe situations, and comparing the range of different emotional responses (for example, butterflies in the stomach, crying, feeling very angry, freezing in fear and being unable to talk)
- viewing footage of characters from different TV shows and making predictions about how they might be feeling based on their words, facial expressions and body language
- recognising their own emotions and explaining how they might act appropriately in different situations (for example, when they get angry in the playground, when they feel uncomfortable or unsafe, when they get excited about a new activity).

2.5 Propose and apply strategies they can use to keep themselves healthy, safe, and active in a range of relevant situations

- exploring safe and healthy choices to promote health and wellbeing such as wearing a hat outdoors, being supervised whilst swimming, crossing roads safely, eating fruit and vegetables each day, and asking the owner before patting a dog
- identifying who they can talk to when they feel scared or unsafe and understanding safety concerns may need to be discussed with more than one person for them to get the help and assistance they need
- recognising that safety depends on the environment and the behaviour of themselves and others (for example, interpreting hazards like a moving swing, bat or ball, knowing where to meet Mum or Dad when getting picked up from school or knowing where they are allowed to play during lunch breaks)
- making healthier choices from a range of options and justifying their choices such as drinking water rather than soft drink, eating fruit and nuts as a snack as opposed to sweet foods or chips, and selecting healthier breakfast foods
- following safety signs and procedures such as fire drills, crossing roads at pedestrian crossings or traffic lights when available, observing danger and warning signage.

Communicating and interacting for health and wellbeing

2.6 Practise personal and social skills needed to include and interact with others effectively in a range of situations

- practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline in order to be an effective group member
- listening and responding appropriately to one and two-step instructions when participating in movement lessons such as 'Stop', 'Pass the ball then run to the end of this line'
- reading stories about children who have been excluded from a group and discussing how they might deal with the situation such as showing concern, finding ways to include them, and offering to play with them.

2.7 Describe a range of strategies they can use when they need help with a task, problem or situation

- devising and rehearsing simple strategies they can use when requiring assistance such as asking an adult, reading basic signs and collective problem solving with friends
- locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to emergency services Triple-zero through role play
- identifying situations that may require the help of emergency services such as fire, drowning, injuries, poisoning or unconscious family member
- indicating the location of safe places and people who can help on a local area map.

2.8 Examine simple health messages and how they relate to their own health decisions and behaviours

- identifying a variety of health messages from a range of different sources and explaining what choices and behaviours the messages are referring to
- suggesting how messages in the media may influence health decision making, including what food products to eat and drink, what to do in play time, and whether to wear protective equipment such as bike helmets, rash shirts, wrist protection
- identifying a health-enhancing behaviour, creating their own positive health message and sharing it with the class.

Contribution to healthy and active communities

2.9 Explore actions they can take as individuals to help make the classroom a healthy and more sustainable place

- developing a class roster for borrowing equipment to play with during breaks
- creating a bank of movement games and physical activity cards students can select and play during lesson breaks, and before or after school
- exploring sustainable practices they can undertake in the school environment for example recycling projects, kitchen gardens or green space restoration
- developing fruit and water break procedures for the class.

Movement and physical activity

Moving our body

2.10 Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people

- performing a range of locomotor movements, travelling in different directions and using different body parts such as jumping over lines, moving arms in different directions while moving, running backwards, side stepping, side roll, and propelling body across the pool on front, back or side
- performing a range of manipulative skills involving handling and controlling objects with the hand, foot or equipment such as overhand throw, ball bounce, catch, kick, punt, forehand strike, two-hand side-arm strike, move through water holding a flotation aid and kick to safety
- demonstrating a range of balances they can hold in a steady position and describing what helps them to remain stable in that position (for example, squeezing my muscles tight, looking at an object in the distance, keeping my arms out wide)
- demonstrating how to transfer their weight from one part of the body to another such as the step in overarm throw, using different body parts for support when balancing, and moving from a back float to a front float and to a back float again.

2.11 Construct and perform imaginative and original movement sequences in response to stimuli

- demonstrating changes in the speed, direction and level of movement in response to changes in tempo in a piece of music used as a stimulus
- creating, following, repeating and altering simple movement patterns in response to rhythm, music or words such as jogging in time with the music, changing direction when you hear the whistle, and freezing when the music stops
- exploring and selecting movements to express ideas, feelings and moods
- responding expressively through movement to a range of stimuli, including imagery from direct, everyday experiences such as pretend being a clown, lying on a beach, and walking through mud, playing in sand.

2.12 Create and participate in simple games with and without equipment

- using hoops and balls to create a game for a small group that can be played during lesson breaks or at lunchtime
- inventing games with simple rules using one or two pieces of equipment and playing them in various environments such as in a pool, classroom or outdoor area
- participating in simple games with equipment which use the skills of throwing, catching, kicking, ball bouncing and/or striking
- participating in simple games without equipment which use the skills of running, leaping, jumping, dodging, skipping, and hopping.

2.13 Follow rules and play fairly when participating in physical activities

- explaining rules, and the reasons for them, in a range physical activities such as no running at the pool and wearing protective equipment
- demonstrating turn-taking and sharing of equipment when participating in minor games
- demonstrating safe use of equipment and returning equipment at the conclusion of the lesson
- following rules in a range of group activities and minor games.

2.14 Use different body parts and equipment to send and receive objects and propel the body

- demonstrating how to strike a ball with different parts of the body (hand, feet, arm, head) so it flies through the air to a partner, and describing how their action would have to change if they wanted the ball to roll along the ground to their partner
- describing and demonstrating where they need to make contact with the object so it will reach the target or their partner
- exploring different techniques they can use to propel an object towards a target
- demonstrating how to follow through towards their partner when passing a ball with their hands, feet or a piece of equipment
- demonstrating different positions for take-off and landing when performing a range of leaps and jumps
- submerging and swimming through an obstacle such as a hoop held underwater
- using arm movement and knee lift to propel the body forward when sprinting.

Understanding movement

2.15 Discuss the body's reactions to participating in a range of physical activities

- describing the differences in their breathing when participating in chasing games and balancing activities.
- identifying positive feelings from participation in physical activities
- participating in a variety of vigorous activities (such as brisk walking, aerobic dance, skipping, circuits) and everyday activities, and comparing how the body feels after participating in each (for example, heart beating faster, sweating, breathless, and hard to talk)
- measuring the heart rate, breathing rate and ability to talk to monitor and describe the body's reaction to a range of physical activities, and explaining how these measures can be used to determine the intensity of different activities.

2.16 Incorporate elements of effort, space, objects and people in performing simple movement sequences

- moving at different speeds, and in different directions, with others in a designated area in various environments such as a pool, outdoor space, undercover area, and playground
- demonstrating the different shapes their body can make such as wide, narrow, twisted, tall, short, and stretched
- performing and describing movement sequences that demonstrate contrast of speed such as fast, slow, sudden, sustained and changes in direction such as forwards, backwards, circle, zigzag, spiral, and wavy
- performing movement sequences that demonstrate levels, or location of, the body when it is moving such as crouching, standing on toes, outstretching arms, and leaning backwards
- performing movement sequences in relation to equipment such as under, over, in, out, between, above, below, in front, and behind and in relation to people such as mirroring, matching, shadowing, together, in pairs, and in groups
- demonstrating simple movement sequences using equipment such as throwing, catching and kicking a range of balls through the air and along the ground, and striking a ball with a bat from a tee.

2.17 Describe the features that make different physical activities enjoyable for them

- recording what makes everyday movement activities such as walking to school, gardening, climbing the stairs, housework, sport training, and playing with siblings or friends enjoyable
- identifying a range of physical activities they have participated in and enjoyed, and discussing what elements made them enjoyable
- selecting physical activities for the class to participate in, and explaining why they believe that students will enjoy them
- participating in new and unfamiliar activities, describing how they felt about the experience and whether or not they enjoyed it.

Learning through movement

2.18 Contribute as a group member and encourage others to adopt inclusive practices when participating in physical activities

- working cooperatively with a partner when practising new skills such as throwing and catching a ball or learning a new dance sequence
- demonstrating how they can help other group members while learning new skills or activities
- describing how they can include other students (for example, “If my partner is still learning how to catch, we can select a larger and softer ball to make it a little easier for them to catch it”)
- describing how a game can be modified so that everyone can be involved.

2.19 Demonstrate strategies to persist with challenging movement tasks, especially when they are not initially successful

- making multiple attempts to achieve success without modifying the task or equipment such as jumping from one hoop to another without moving it
- using strategies to overcome difficulties and to achieve success in movement activities such as asking for advice from a peer or the teacher on what they can do to perform a skill successfully
- reflecting on their performance and describing ways they can perform a skill more successfully next time (for example, recognising they need to throw the ball a little softer next time if they threw it too far over their partner's head on the first occasion).

2.20 Propose a range of alternatives and test their effectiveness when solving movement challenges

- suggesting alternatives which have been effective in similar activities previously
- describing possible steps that could be taken to solve the movement challenge
- predicting the possible outcomes of a range of alternatives, and deciding which one is likely to be most effective
- testing a range of alternate responses to the movement challenge and recording the success or effectiveness of each
- reflecting on whether the chosen option was successful in achieving the desired movement outcome.

Years 1 and 2 Achievement Standard

By the end of Year 2, students identify their personal strengths and achievements, and describe the different changes that occur as they grow older. They explore the differences and diversity of individuals and groups, and are able to ask for help if they need it. They describe how the body reacts to physical activity and explain how healthy eating and being active keeps them well.

Students demonstrate positive ways to interact with others, and select and apply strategies to keep them healthy and safe. They demonstrate a broad range of fundamental movement skills including sequencing and using equipment in play, games and in response to a variety of stimuli.

Years 3 and 4

Years 3 and 4 band description

The Years 3 and 4 curriculum further develops students' knowledge, understanding, and skills in relation to their health, wellbeing, and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses. They also develop an understanding of how their bodies grow and change as they get older. Students develop knowledge, understanding, and skills to build and maintain respectful relationships, make health-enhancing decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

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

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

In Years 3 and 4 students will explore questions such as:

- how can I ensure that the decisions I make each day allow me to be healthy, safe, and active?
- how can I help my friends to stay healthy, safe, and active in the community?
- how can I improve how I perform in different activities?
- how can I use movement to express myself?
- how can I help my group/s to work well together?

The health contexts to be explored in Years 3 to 4 include, but are not limited to alcohol and drugs (including tobacco), food and nutrition, health benefits of physical activity, mental health and wellbeing and safety.

The movement and physical activity contexts that students will experience in Years 3 to 4 include, but are not limited to, active play and minor games, challenge and adventure, fundamental movement skills, games and sports, health-related and rhythmic and expressive movement activities.

Years 3 and 4 content descriptions and elaborations

Personal, social and community health

Being healthy, safe and active

3.1 Explore factors that support and contribute to personal identities and sense of place, and how identities change in relation to different contexts and situations

- exploring how family, peers and the media can influence how they feel about themselves
- investigating how their sense of place has developed and what factors may influence their sense of place
- identifying how they might change the way they communicate, behave, act or dress in different situations (for example, the way they behave when they are out for dinner with their grandparents compared to how they act with friends down the park)
- identifying personal qualities that contribute to identity such as honesty, trust, fairness, and compassion.

3.2 Research their own heritage, cultural identities and values and identify strategies to celebrate and respect diversity within their class and school community

- researching games that originated in their country of heritage and teaching the class how to play them
- arranging for parents and grandparents to visit the class and share stories from their childhood and foods that they ate as children
- visiting others in the community to explore health and physical activities other cultures engage in, and reflecting on how they are the same or different to their own
- exploring relaxation techniques from a range of cultures such as yoga, tai chi and meditation.

3.3 Explore physical, emotional and social changes they are experiencing, and propose and apply strategies to deal with these effectively

- identifying the physical changes that are happening to their bodies, how they make them feel and how they can deal with them (for example, “I’m getting taller, my feet are getting bigger and it is making me feel clumsy when I try to run”)
- describing emotional responses associated with physical change such as confusion, excitement, anger and frustration
- comparing social behaviour now and in the past such as how many friends they have, the types of friendships they have and the types of things they enjoy doing
- describing how their appearance has changed since they were a baby and predicting how they will continue to change as they grow older.

3.4 Explain how emotional responses vary in depth and strength, and describe how to react appropriately in a variety of familiar and unfamiliar situations

- understanding that emotional responses vary across cultures and differ between people (for example, exploring the non-verbal behaviour of Aboriginal and Torres Strait Islander Peoples in order to show respect)
- understanding that emotional responses vary in depth and strength, and are influenced by the ways in which we interact with different people
- identifying the intensity of emotional responses through using an emotional Richter Scale to classify the emotional responses of cartoon characters according to their intensity
- analysing scenarios and identifying possible trigger points and warning signs, and predicting emotional responses to the scenarios
- describing a range of strategies they can use to manage their emotions before they make decisions to act in a range of situations.

3.5 Investigate everyday decisions that influence health and wellbeing and plan for healthy, safe and active choices

- developing a list of daily decisions, activities, routines and behaviours and exploring those that influence their health and wellbeing (for example, food choices, hygiene practices, the number of hours of sleep, number of hours watching TV or being online, and physical activity levels)
- exploring the *Australian Guide to Healthy Eating*, discussing where foods they enjoy fit within the guidelines and identifying whether they are healthy options
- proposing simple changes they can make to their daily routines to improve their health and wellbeing (for example, watching less TV and going outside to play, eating fruit as a snack rather than potato chips, and encouraging parent/carer to walk to school rather than drive)
- scripting and rehearsing how to refuse drugs they may be offered such as medication that is not their own or a cigarette/tobacco product
- proposing snacks and simple lunches that can be made from the “eat more” section of the *Australian Guide to Healthy Eating*.

Communicating and interacting for health and wellbeing

3.6 Describe how respect, empathy and valuing difference can have a positive influence on relationships, personal health and community wellbeing

- exploring the benefits of getting on with others such as being exposed to, and experiencing, new things like food, dance, sports, and rituals and the positive impact on personal health of being a part of positive relationships
- reading stories in class that show characters from different cultures, and exploring what new things students would learn and experience if they were friends with these characters

- creating an online connection with a class in another state or country to explore and celebrate similarities and learn about differences
- predicting and reflecting on how other students might feel in a range of different situations, and discussing what they can do to support them to feel better about the situation (for example, if someone is having trouble doing a movement skill or speaking in front of the class)
- researching different experiences, beliefs, practices and languages of a cultural group, and reflecting on the way they would feel and act if interacting with people from this cultural group.

3.7 Practise and apply a range of skills they can use if they find themselves in a situation that makes them feel uncomfortable or unsafe

- identifying and recognising physical responses that indicate feeling uncomfortable or unsafe (for example, 'butterflies in your stomach', sweating, shaking, and feeling sick)
- rehearsing assertive behaviours and strong non-verbal communication including statements such as "Stop it, I don't like it", and "I don't think that is a safe thing to do"
- promoting the use of assertive behaviour to protect themselves when they feel unsafe or pressured to do something they think is wrong or dangerous
- responding appropriately to potentially dangerous situations (for example, walking away, reporting inappropriate online behaviours or telling someone if they feel unsafe or uncomfortable)
- writing, drawing or acting out an action plan to keep themselves safe.

3.8 Discuss and interpret health information and messages in the media and on the Internet, to make informed decisions

- locating health information on the internet that helps them to make an informed health decision (for example, choosing not to smoke after finding out about the effects of tobacco on an individual's health)
- using statements such as "after I saw that advertisement I would because" and "that makes me think I shouldn't ... because...." to explain how the message has influenced their health decisions
- comparing the health message they interpret from an example with other members of the class through discussion such as "I think it would encourage people to.....", and "I think it would turn people offbecause...."
- describing different health messages they have seen on TV, a billboard or online, or heard on the radio, and answering questions such as "how do I know if the messages are true?" and "who is saying the messages and why?".

Contribution to healthy and active communities

3.9 Describe the roles they can play and strategies they can use to make their classroom and playground healthy, sustainable and active spaces

- establishing a roster where students act as equipment monitors to distribute and collect play equipment at recess and lunch to encourage participation in activities, and taking responsibility for looking after equipment
- creating promotional posters to display around the school containing health and physical activity messages (for example, wash your hands, get up and get active, put your rubbish in the bin, and talk to a teacher if you feel unsafe)
- participating in a class buddy program with students in a lower school year to establish supportive relationships
- growing a small class garden that can be used to create healthy lunches or snacks.

Movement and physical activity

Moving our body

3.10 Combine fundamental movement skills to creatively sequence and perform more complicated movement patterns

- performing activities where locomotor and manipulative skills are combined (for example, running to retrieve a bean bag and passing it to another student, running while bouncing a ball, trapping and kicking a rolling ball, and swimming with a kick board)
- demonstrating single bounce, double bounce and jogging step when jumping rope, mastering single short-rope jumping and long-rope jumping
- demonstrating movement skills that could be used in different physical activities such as a slide in dance and touch football, a jump in Newcomb Ball or gymnastics, and a run and leap in long jump or dance
- coordinating kicking with arm movements and sideways/aquatic breathing to perform freestyle swimming.

3.11 Select and perform movement patterns and connections to link skills together to perform movement sequences with and without equipment

- performing juggling skills beginning with very simple patterns involving just one object and then moving to two or more objects as skill increases
- developing and performing jump rope routines alone and with a partner, incorporating a range of jumping techniques and connecting movements
- creating and performing tumbling routines using rolling actions, incline, weight transfer, flight and balance actions
- participating in social dances such as the 'Chicken Dance', 'Locomotion', 'Macarena', 'Nut Bush, traditional dances such as square dancing or line dancing or cultural dances such as the Chinese ribbon dance or Samurai dance

- demonstrating the striking of a moving ball with a bat demonstrating side-on body position, back swing and follow-through
- recovering an object from chest deep water by using a surface dive and propelling the body underwater.

3.12 Practise and apply movement strategies and concepts in a range of physical activities

- performing and planning strategies for tag games (for example, working with team mates to corner an opponent near the boundary so they are easier to tag)
- demonstrating defensive and offensive play in modified games, such as creating an overlap, passing into a gap, running into space, marking a player or area of the court/field, shutting down space, and intercepting passes
- exploring concepts of centre of gravity and stability as they perform a range of balance challenges in small groups (for example, create a group balance with only five points of contact on the floor, and/or practise the balanced defensive position used by goalkeepers in games).

3.13 Apply basic rules and scoring systems and demonstrate fair play when participating

- collaborating to determine rules for a new game involving throwing a ball to a player in a hoop
- contributing to fair decision making in games by applying the rules appropriately (for example, change of possession if the ball goes out of play)
- recognising unfairness and exclusion in a game situation, and proposing strategies for dealing with it appropriately
- acknowledging an opponent's good play
- encouraging others to display appropriate conduct towards officials, players, coaches, and spectators.

3.14 Use different techniques for sending and receiving objects and propelling the body

- dribbling a basketball at different levels, directing their attention to the difference in force between levels, and exploring the effects of varying levels of force and ways to control it
- demonstrating the differences in force required to complete a series of goals in a ladder game which varies the distance at each station using different types of throws and kicks
- participating in a game of bocce to explore how distance affects the ability to score, and the changes in force needed to place your bocce in a scoring position
- controlling and sequencing movements to perform jumps for height or distance, for example coordinating the run-up, arm swing and take-off to jump high or long
- performing plyometric activities which link strength with speed of movement to produce power (for example, hopscotch, star jumps, box jumps, lateral jumps, and skipping) and describing which parts of the body are being used to propel the body
- performing agility activities using agility ladders, hurdles and vertical poles, and describing which parts of the body are being used to propel the body.

Understanding movement

3.15 Examine the benefits of physical activity and physical fitness to health and wellbeing

- listing the benefits of regular physical activity including how regular physical activity can influence how well you sleep, concentration levels, how happy you feel and your levels of fitness
- collecting, recording and organising information to investigate what people do to be fit and healthy
- describing the physical benefits of participating in physical activity (for example, healthy heart and lungs, development of strong bones and muscles, and cognitive development) and predicting how the body will react to a range of different physical activities
- exploring physical activity recommendations for children, and proposing how they can meet the recommended amount of physical activity time and small-screen usage each day
- participating in regular physical activity and keeping a diary of their participation, reflecting on their feelings about participation.

3.16 Combine the elements of effort, space, objects and people when performing movement sequences

- discussing and demonstrating the concepts of levels, pathways, space, and flow in relation to dance routines and describing how altering these elements can create interest in a dance routine, for example demonstrating movements of rising, sinking, advancing and retreating in response to words or music
- demonstrating acceleration and deceleration of movement in a range of movement and physical activities with and without equipment, for example accelerating into space and then decelerating to receive a pass or speeding up the swing of a racquet when hitting a ball so that it goes further when hit
- using the body to demonstrate an understanding of symmetry, shapes and angles when performing balances or dance sequences.

3.17 Identify and discuss which physical activities meet their needs and interests and can develop fitness and skill levels

- sharing an activity that develops a particular skill with others in a small group
- explore the health, skill and fitness benefits of a range of physical activities (for example, swimming can improve heart and lung function, playing sports can improve coordination and skill levels, and skipping can improve fitness and hand/foot coordination)
- participating in a range of physical activities, and identifying how each can support mental wellbeing
- identifying characteristics of games, sports and other physical activities that make them enjoyable, and proposing new and unfamiliar activities they can experience as a class that are similar to activities they enjoy.

Learning through movement

3.18 Identify and use strategies to work effectively in group situations when participating in physical activities

- using cooperative skills in pairs or small groups to fling or toss a ball into the air and move together to catch the ball in a blanket or parachute
- performing different balances with a partner or in small groups
- working cooperatively for a common goal in team building activities such as in parachute games or initiative games
- working cooperatively with others to move a ball among team members in a game, and preventing the opposition from intercepting it and gaining possession.

3.19 Use positive self-talk and problem-solving strategies to persist with, and be successful in, a range of movement situations

- developing a mantra or phrase that they can say to themselves that encourages them to keep trying until they are successful
- identifying a student who demonstrates excellent form, and asking them for assistance or describing to others the steps taken to solve a movement problem
- asking for, and responding to, a variety of forms of feedback on their performance such as verbal, visual, and tactile.

3.20 Apply innovative and creative thinking in solving movement challenges

- transferring and applying skills and movement understanding to solve a movement challenge (for example, how you can move your group from one point on the playground to another without touching the ground and using only three softball bases to place your feet on as you move)
- creating innovative strategies for advancing possession in a territorial game or for winning a point in a net/court game
- predicting the outcome of having too few balance points when creating a group balance.

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe the connections they have to their community and identify resources available locally to support their health, physical activity, and wellbeing. They examine factors that shape identity and beliefs, and are able to discuss the influences on healthy and safe choices. They understand the benefits of physical activity and are able to apply rules fairly in a range of situations.

Students demonstrate decision-making and problem-solving skills when finding solutions to health and movement challenges. They suggest and apply a range of strategies for working cooperatively with others to achieve a goal, and for staying safe and healthy in a range of situations. They create and perform movement sequences using a variety of movement skills and patterns.

Years 5 and 6

Years 5 and 6 band description

The Years 5 and 6 curriculum further develops students' knowledge, understanding, and skills in relation to their health and wellbeing. It does this as they develop the skills to manage their emotions, understand the physical and social changes that are beginning to occur and examine how the nature of their relationships can change over time. They develop the knowledge, understanding and skills necessary to create opportunities and take action that enhances their own and others' health, wellbeing and physical activity participation.

The Years 5 and 6 curriculum develops students' understanding of their sense of place and belonging as they explore the uniqueness and diversity that exists within their community. The content provides opportunities for students to contribute to building a positive school environment that supports support healthy and active choices for everyone. They also explore a range of influences and behaviours that can influence health, safety, and wellbeing.

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

In Years 5 and 6 students will explore questions such as:

- how am I changing and how does this impact on my health and wellbeing?
- how do my decisions and actions help my friends and me to stay healthy, safe, and active?
- how can I contribute to creating a healthy, safe, and active community?
- how can I transfer skills I have learnt from one activity or situation to another?
- why is participation in physical activity important for individuals, and how can I become more active?
- how can I demonstrate collaboration and fairness when participating in physical activities?

The health contexts to be explored in Years 5 to 6 include, but are not limited to, alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality and safety.

The movement and physical activity contexts students will experience in Years 5 to 6 include, but are not limited to, active play and minor games, challenge and adventure, fundamental movement skills, games and sports, health-related and rhythmic and expressive movement activities.

Years 5 and 6 content descriptions and elaborations

Personal, social and community health

Being healthy, safe and active

4.1 Examine ways to respond effectively to successes, challenges and failures that strengthen personal identities and sense of self

- examining the factors that support personal achievement and how they enhance success, such as the impacts of family, friends and school
- proposing strategies to respond positively to difficulties and limitations such as positive self-talk, early help-seeking and optimistic thinking when facing challenges
- brainstorming positive and negative responses to constructive feedback in sporting situations
- examining challenges through setting and planning goals (for example, sharing experiences to generate different ideas to respond to a problem)
- explaining how meeting challenges and being successful at different activities can make you feel good about yourself and build your confidence to try new things.

4.2 Recognise instances of discrimination, harassment and bullying based on a person's physical or intellectual abilities, gender, sexuality, race or religion and propose actions to counteract these behaviours

- exploring contemporary musical lyrics to identify discriminatory language, and suggesting harmonious language to show respect for difference
- exploring the strategies and support mechanisms that sporting and community identities have implemented to succeed and counter any discrimination they experienced
- exploring novels, TV shows or movies where characters experience bullying and harassment, discussing the actions of bystanders, friends and family and how they could behave in ways to prevent and/or stop the bullying
- developing a campaign that aims to raise awareness across the school about bullying, harassment and discrimination, and the actions that students can take to prevent, reduce and stop it from happening in their school community.

4.3 Investigate strategies and resources to positively manage the changes and transitions experienced as they begin to move through puberty

- exploring a range of books, websites and other resources students can access to learn more about the changes associated with puberty such as being conscious of personal hygiene as their body begins to change
- investigating the types of physical, social and emotional changes students are likely to experience as they move through puberty and proposing strategies that they can use to manage these changes effectively (for example, talking to their parents, friends about how they are feeling, and/or asking questions of adults when they are worried about what is happening to their body)

- examining the physical changes that occur as young people go through puberty
- discussing the range of emotional responses young people may experience as they begin to go through puberty, and proposing proactive strategies that they can implement to positively manage these responses.

4.4 Evaluate the influence of emotional responses on behaviour and relationships

- analysing situations in which emotions can influence decision making such as on a sporting field, peer group situations and family situations
- discussing the consequences of losing your temper with a friend over a trivial mistake and how that can harm the friendship
- identifying and discussing situations where emotional responses can be unpredictable and recognising that there is more than one way of looking at the same event (for example, sharing another student's story might be seen as gossiping or bullying, and going out to the movies and not inviting your friend along could be seen by them as you don't like them anymore).

4.5 Examine the influences on individual health decisions and behaviours, and discuss strategies that support them to take action to enhance health, safety and physical activity levels

- describing the various factors that influence our health choices and behaviours such as peers, media, family and knowledge, and assessing how each of these factors can positively and negatively influence our choices in a range of situations (for example, when deciding what to eat, how to dress, what activities to participate in, and whether to take risks)
- proposing strategies they can use to make healthy and safe decisions (for example, identifying the problem or decision they need to make, considering their options, predicting the consequences of each option, making a decision and acting on it, and evaluating/reflecting on the decision and what they might do differently next time)
- critiquing images and messages in the media that portray what it means to be healthy and evaluating how these images can be interpreted (for example, images of sporting heroes, elite athletes, fashion models and celebrities endorsing certain foods, behaviours, and activities)
- exploring the impact of cultural practices and behaviours in health and wellbeing and proposing strategies for addressing and managing these impacts (for example, managing nutrition, and physical activity needs during Ramadan).

Communicating and interacting for health and wellbeing

4.6 Examine different types of relationships and develop skills to establish and manage a range of relationships that enhance their health and wellbeing

- constructing an image that represents the importance of different types of relationships including family, kinfolk, friends, peers, teachers, and community members
- practising a range of skills such as negotiation, conflict resolution, problem solving and acceptance, in a range of health scenarios (for example, establishing rules when

playing, feeling safe as a passenger, and assertive responses to being offered alcohol or a tobacco product)

- acknowledging the need to balance the time they commit to maintaining different relationships (for example, spending more time with family on weekends rather than engaging with social media)
- exploring how kinship and extended family structures in different cultures support and enhance health and wellbeing
- describing how introducing different people they know to each other (such as neighbours with sports friends, and school friends to parents) will increase their sense of belonging
- evaluating how their existing relationships can enhance their health and wellbeing (for example, "playing soccer lets me be physically active, hang out with friends and learn new skills")
- understanding how following social protocols online helps to enhance their relationships with others and protects their wellbeing (for example, not sharing passwords, and gaining a friend's permission to post a photo with them in it).

4.7 Research a range of health information sources and places where they can seek help if they are concerned about their health or safety and prioritise those that are reliable and trustworthy

- applying a criteria to online information that they access to assess the validity and reliability of the information (including the credibility of the author, the source of information and its currency, and links to other websites that support their claims)
- comparing product labels from a range of food items to establish the nutritional value such as salt, fat, fibre and added sugar content, and suggesting ways to improve the nutritional value of meals such as choosing healthier options, eating smaller portions or adding a salad or piece of fruit
- creating a pamphlet or online source of health information that provides details of local services, people and places young people can access for help to solve a problem or challenge
- investigating an appropriate community health service or agency that can provide current and reliable information and support for issues such as mental health and wellbeing, alcohol and drugs, relationships and sexuality, relationship issues, food and nutrition advice.

4.8 Recognise the influence of media and important people in the community on personal attitudes, beliefs, norms, and behaviours

- identifying different types of celebrities including sportspeople, singers, actors, and community group leaders, and describing the positive and negative qualities they project
- examining examples of how the media and role models use their power to influence ways people act and the choices they make in situations (for example, how to treat others, whether to take drugs, how to drive, how they feel about the way they look, and what food they should eat to be healthy)

- listening to local role models speak about how they encourage others to make healthy and safe choices
- sharing how a role model has influenced them to act or behave in a healthy or safe way.

4.9 Practise and refine decision making skills and take positive action to manage their own and others' health, safety and wellbeing

- applying decision making skills to propose appropriate responses to a range of situations including when making food choices, participating in physical activity, when using the road, when offered alcohol or tobacco, and when travelling to and from school
- evaluating outcomes of actions and identifying how better choices may result in improved health outcomes for a range of scenarios
- creating, implementing and refining a process to guide decision making in a variety of contexts, including researching options, weighing up consequences, deciding, acting and evaluating
- working collaboratively within a limited time frame to simulate pressure situations where positive actions must be taken to protect their health and the health of others
- identifying opportunities to make personal choices to enhance their own health, safety and wellbeing such as food choices when out with friends, and using protective equipment
- interpreting timetable information to plan for safe travel to and from school, or when going out with friends.

Contribution to healthy and active communities

4.10 Recognise and describe the role of preventive health in maintaining and promoting health and wellbeing for individuals and the community

- investigating practices that help maintain health such as eating a diet that reflects the *Australian Guide to Healthy Eating*, participation in daily physical activity, and creating connections with others to enhance social health and wellbeing
- proposing actions and protective behaviour they can implement that promotes and protects their health (for example, wearing a helmet, swimming between the flags, wearing sunscreen and a hat, and not taking risks in a road or aquatic environment).

4.11 Investigate and reflect on how strategies for valuing diversity can positively influence the wellbeing of the school community and its environment

- planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background
- proposing strategies that can be used in the classroom or broader school community to help students understand points of view that differ from their own, and that invite further discussion about individual and cultural differences
- reflecting on the way intercultural encounters have affected their thoughts, feelings and actions

- identifying ways people can co-exist in diverse groups, and resist stereotypes and the use of language that promotes prejudice.

4.12 Explore how connections to the natural and built environment can support personal and community health and wellbeing through participation in a range of outdoor activities

- participating in alternatives to traditional sports and games (for example, bushwalking, bike riding, beach swimming) and describing how they felt during and after these activities
- creating and participating in physical challenge courses set up in the school environment using available resources
- predicting the impact of vandalism or damage to local natural and built environments, and how this may hinder an individual's ability to use it to be physically active
- exploring the range of opportunities and available settings for participating in outdoor activities in the local area
- reflecting on the benefits to health and wellbeing of being outdoors and recreating in nature.

Movement and physical activity

Moving our body

4.13 Refine a range of complex movement skills and apply them in a variety of contexts

- applying a range of striking skills to propel on an object in a net and wall game or sports context (for example, employing an underarm serve, ensuring the racquet head is drawn back early, and anticipating and moving into a receiving position)
- combining locomotor skills (running, leaping, jumping) with non-locomotor skills (balancing, twisting, spinning) to perform an expressive dance
- applying stability and locomotor skills to dodge and feint in a range of territorial games and sports
- fielding a ground ball and throwing it to a designated position (such as throwing to a student in a hoop, first base or wicket keeper) in a range of striking and fielding games and sports
- combining surface propulsion and underwater skills in an aquatic environment such as transitioning from freestyle to travelling five metres underwater
- performing a range of complex static and dynamic balances on a balance beam that involve balancing on different body parts or rotating and/or pivoting
- performing a range of complex group balances (such as pyramids or counter-balances) that require a strong base of support to stabilise the group.

4.14 Design and perform a variety of movement sequences and patterns with and without equipment

- composing a sequence of movements and balances for a floor routine in gymnastics (for example, linking the locomotor skills of rolling and leaping to travel in a straight line)

- dribbling a ball with either foot around a series of self-organised markers and passing the ball to another student who is moving toward the goal
- creating an eight-count movement pattern and performing a short dance comprising two or three eight-count movement patterns alone, in pairs and small groups
- experimenting with different music genres (for example, Indian Bangra music when performing a creative dance)
- designing a sequence of passes amongst team mates in a game or sport to move the ball from one end of the court/field to the other and set up a shot on goal.

4.15 Select and apply movement concepts, strategies and tactics in a range of familiar and new physical activities

- demonstrating strategies that support the attacking team to maintain possession in territorial games and sports (for example, drawing defenders to create space, choosing to pass to a player in a better position than themselves or taking advantage of a turnover in possession)
- demonstrating offensive strategies in a range of striking and fielding modified games (including hitting the ball away from fielders, hitting the ball short to make a quick run)
- demonstrating the importance of body position (levels) and base of support when changing direction quickly (for example, in a feint or dodge or when trying to stop quickly such as landing from a jump)
- demonstrating movement strategies such as guarding, blocking and faking when trying to move into space away from defenders, and maintaining possession of the ball when trying to attack the goal
- demonstrating and describing factors they take into account when deciding whether to play a defensive or an attacking stroke in cricket, softball, baseball, or hockey.

4.16 Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities

- explaining why a penalty and/or free pass was awarded in a game situation
- proposing changes to the rules of games to create a more inclusive game, or to allow for a fairer contest
- observing and reporting on safety practices that are demonstrated in class situations
- identifying and observing instances of good sportsmanship such as giving the ball back to the other team from a throw-in when the ball was deliberately kicked out because a player was down injured
- exploring others' perspectives and opinions in relation to rules in games and sports, and discussing how they can be interpreted differently by different people
- taking on the responsibility of umpiring a game or activity
- describing and following the rules for target, net/wall, striking and territorial games, and sports.

4.17 Apply movement concepts to send, receive and retain possession and to propel the body

- demonstrating an understanding of how to adjust the force and speed of propulsion on an object to improve the accuracy and control when passing to team mates
demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight
- demonstrating the ability to jump in control for height and distance using a variety of body positions (for example, jumping into a half turn in a dance sequence, or performing the jump shot in basketball or a spike in volleyball)
- performing a range of different techniques for high jump and long jump, and analysing the effectiveness of each based on their understanding of take-off, body position and landing
- using video footage to analyse stroke techniques and providing feedback to peers on how to make their swimming strokes more efficient through the water.

Understanding movement

4.18 Participate in physical activities designed to develop particular aspects of health-related and skill-related fitness, and discuss the impact regular participation in these activities can have on health and wellbeing

- matching health-related fitness components with an activity that develops them such as cardiovascular (aerobic) fitness and shuttle running, sit ups and core strength, stretching and flexibility
- constructing a circuit of appropriate activities for developing health-related fitness components of strength, cardiovascular endurance, muscular endurance and flexibility
- describing and demonstrating safe stretching activities which maintain and develop flexibility
- identifying the activities they participate in regularly that maintain and improve cardiovascular endurance
- measuring heart rate and breathing rate to evaluate the intensity of a range of activities, and to determine the activities best suited to improving cardiovascular endurance.

4.19 Manipulate the elements of effort, space, objects, and people to perform movement sequences

- creating a group dance that displays variations in flow and levels, and involves individuals moving together in floor patterns in time with the music
- working with a partner to explore pushing and pulling in partner exercises, and how these can be manipulated to perform a range of counter-balances with a partner and in small groups
- demonstrating strategies to move or position the body so space is created for other team members in territorial, striking and net games
- developing game strategies that exploit the playing space to create overlaps and extra attackers in territorial games.

4.20 Explore how participation in physical activities from their own and other cultures can create community connections and intercultural understanding

- researching, and sharing through demonstration, different cultural games or sports children in other countries play
- creating their own game and teaching it to a small group of students from another class or another school
- constructing their own equipment to play games from a range of different cultures such as the game of Poi from New Zealand
- exploring the place of water-based recreational activities in Australian culture and how communities come together to enjoy water-based activities together
- participating in and investigating the heritage of games that have cultural significance in Australia, and exploring similarities with games of significance to other cultures such as jump rope and Nang Tong (from Thailand), poison ball/dodge ball and Bola Beracun (from Malaysia), hockey and Lor Kon Krok (from Thailand) and Australian Rules Football, lacrosse and Gaelic football.

4.21 Understand the contribution of a variety of roles and responsibilities (for example coach, official, manager, instructor, and leader) in physical activities that promote enjoyment, safety, and positive outcomes for participants

- exploring and performing the duties and responsibilities of a variety of roles such as coach, umpire/referee, time-keeper and recorder in a range of physical activities
- comparing the roles and responsibilities of instructors/leaders in challenge and adventure and health-related physical activities
- recognising the important contribution of volunteers in sport and recreation and the variety of roles they hold (such as team manager, secretary, president, chairperson, officials, coordinators, first aid officers).

Learning through movement

4.22 Contribute positively to groups and teams by encouraging others, negotiating roles and responsibilities, and demonstrating leadership to achieve movement goals

- listening to other group members when making decisions about team positions
- demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations
- working cooperatively and accepting suggestions from others on how to improve their performance
- using reflective listening when working in small groups on physical activity tasks
- identifying potentially harmful situations when working in a movement setting and communicating concerns to others, including the teacher.

4.23 Assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences

- identifying the factors that enabled them to achieve success in a range of movement activities, and reflecting on how these factors can be transferred to other learning contexts
- devise strategies and formulate plans to assist in successfully performing new movement skills (such as breaking down the skill into component parts, asking for advice and feedback from peers/teacher, and committing to practise sessions to improve performance).

4.24 Apply critical and creative thinking processes in order to generate and assess solutions to a range of movement challenges

- clarifying assumptions and identifying a range of ideas of possible solutions to movement challenges
- recognising there may be a number of solutions to a movement challenge, and justifying which solution is most appropriate or effective
- applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge.

Years 5 and 6 Achievement Standard

By the end of Year 6, students investigate the perspectives of others and discuss how a range of factors influences how people co-exist. They describe their own and others' contributions to health, physical activity and wellbeing and identify a range of appropriate ways to respond to successes and challenges. They access and interpret health and physical activity information from a variety of sources and identify a range of places where they can seek help to enhance their health and wellbeing. They understand and apply movement concepts and elements of movement to a variety of physical activities, and describe the key features of health related fitness.

Students demonstrate strategies that enable diverse groups to work together. They apply effective decision making and problem solving skills in health and movement contexts. They demonstrate and refine a range of movement skills and perform them with increasing accuracy and control in a variety of physical activities. They apply and refine movement concepts and strategies in more complex games, sports, and activities.

Years 7 and 8

Years 7 and 8 band description

The Years 7 and 8 curriculum expands students' knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships, and the factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions. The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding, and skills in relation to their health, safety, wellbeing and movement competence and confidence.

Students demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance, and learn to transfer skills and concepts across a variety of movement contexts. Students explore the important role that games and sports play in shaping cultures and identities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

In Years 7 and 8, students explore questions such as:

- how do personal values, beliefs and attitudes contribute to my health, wellbeing, safety, and activity levels?
- how can my beliefs, decisions, opportunities, and actions be influenced?
- how can I contribute to different groups and communities in order to enhance my own and others' health and wellbeing?
- how can performance and participation in different physical activities be influenced?
- how can I further develop and enhance my personal and social skills and critical and creative thinking through participation in physical activities?

The health contexts to be explored in Years 7 to 10 include, but are not limited to, alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality and safety.

The movement and physical activity contexts to be explored in Years 7 to 8 include, but are not limited to, challenge and adventure, games and sports, health-related and rhythmic and expressive movement activities.

Years 7 and 8 content descriptions and elaborations

Personal, social and community health

Being healthy, safe and active

5.1 Investigate the impact of life transitions and changes on young people's sense of belonging, relationships, and personal identities and apply strategies to manage these transitions

- investigating the groups and communities to which they belong and the influence of these on their identities (for example, how their peer group may influence the way they dress, what music they listen to, what values and attitudes they hold)
- understanding that individuals experience the changes associated with puberty at different times with differing levels of intensity, and with different responses
- investigating the changing nature of their family relationships, recognising why they may be experiencing increased tension with parents and proposing strategies for how they can manage tensions
- exploring their developing sexual identities, and investigating how changing feelings and romantic attractions are part of getting older.

5.2 Examine the benefits to individuals and communities of valuing diversity and promoting inclusiveness

- analysing different social and cultural perspectives in relation to a range of social issues relevant to young people such as exploring cultural beliefs in relation to food choices, alcohol consumption, relationships, and participation in physical activity
- investigating the influence that respecting diversity can have on individual and community wellbeing
- critically analysing the plot and themes in contemporary film and media that explore diversity and inclusiveness
- evaluating strategies to overcome discrimination, inequity, and diversity (such as identifying school policies that support inclusive practices in the school community).

5.3 Investigate the personal, physical and social changes that occur as they grow older and propose and apply practical strategies to manage these

- exploring how roles and responsibilities change (such as travelling to and from school, helping with household chores and the responsibility of caring for younger siblings), and applying strategies for managing these increasing responsibilities along with their other commitments
- recognising and respecting change in others (such as friendship groups, interests, appearance and behaviour), and evaluating how these changes make them feel
- recognising the dynamic nature of feelings towards others, and discussing how the way they feel may change over time
- investigating practices that support reproductive health and wellbeing.

5.4 Analyse influences on their emotions and devise responses to a range of situations that demonstrate sensitivity to the needs, feelings, rights and efforts of others

- recognising individual triggers and interpreting emotional influences by reflecting on their responses to stressful situations, and identifying the hazards or risks to their emotional health and how to manage inappropriate responses
- exploring scenarios from a variety of viewpoints and considering alternative ways to respond that acknowledge others (for example, seeing a situation in relation to going to a party where there will be no adult supervision from a parent/carer's point of view)
- expressing ideas and opinions in ways that are sensitive and respectful of others within class discussions and group collaborations (such as using appropriate communication during class debates).

5.5 Evaluate personal, environmental and social factors that can influence decisions people make about their health and wellbeing, and propose and apply strategies to make and implement healthy, active, and safe choices

- exploring the range of health decisions students will be confronted with over coming years and analysing the factors that will influence the choices they make (such as how the media may influence the way they choose to dress, how accessibility and cost may influence their food choices, and how their parents' attitudes and beliefs may influence how they respond if offered alcohol or drugs)
- researching and comparing the cost of fresh foods and fast foods, and conducting an audit of fresh food and fast food outlets in the local area to draw conclusions about the social, environmental and economic influences on dietary choices
- proposing and role playing realistic responses to a range of scenarios where an individual's safety may be at risk (such as when peers are encouraging them to take unnecessary risks, when they feel unsafe in a situation as a passenger in a car or at a party, or when they are in a negative or abusive relationship).

Communicating and interacting for health and wellbeing

5.6 Investigate the nature and benefits of a range of relationships and examine the impact these relationships can have on their own and others' health and wellbeing

- reviewing the different types of relationships they have and exploring the reasons why they can be dynamic in nature, such as starting at a new school, changing priorities, family break up, or joining a new sports team
- exploring ways to help others cope with changes in relationships such as finding new friends, and being an active listener
- exploring the characteristics of positive, respectful relationships, and discussing actions that can be taken if a relationship is not respectful
- exploring the role that power can play in a range of relationships and examining the impact an unequal balance of power can have on a relationship
- examining the positive and negative influence their participation in relationships can have on others (such as being a passive bystander when watching someone being

bullied by others, or providing support and advice when a friend is experiencing a difficult time)

- assessing the importance on personal health and community wellbeing of individuals establishing caring, respectful and positive intergenerational relationships in a range of school and community contexts for example, peer support programs, coaching a junior sports team, or volunteering at a community centre.

5.7 Practise and apply a range of strategies to situations where they might need to seek help for themselves or someone else

- collaborating with peers to suggest strategies they could use in cases of emergency (for example, a friend passing out after drinking too much, being involved in a motor vehicle accident, or being confronted/threatened by a large group)
- justifying decisions to preserve their own and others' health over peer acceptance in critical situations (such as not overloading a vehicle, standing up to someone who is bullying others, and seeking medical attention for an unconscious person)
- scripting and role playing a conversation designed to persuade someone to seek help
- exploring a range of scenarios young people may encounter in relation to mental health and wellbeing, alcohol and drugs, relationships and sexuality, or personal safety, and discussing realistic options and strategies for dealing with these situations
- demonstrating basic first aid principles and strategies to respond to emergencies.

5.8 Develop skills to identify and evaluate health information and health concerns, and how to provide support and how to access sources of support in the community

- practising ways to communicate concerns about their health to a variety of support people, including peers, family, counsellors, and health workers
- analysing the reliability and credibility of health messages that conveyed by a range of sources including, governments, health departments, medical professionals, commercial organisations and families, media and the Internet
- proposing ways they can support others who are going through a challenging time (such as encouraging help-seeking, talking to trusted adults, or referring to reputable community services)
- creating a database or online directory of agencies and services in the community where young people can access support and advice on health-related issues
- exploring the changing roles and responsibilities of children and parents in relation to their health and health care (for example, students taking more responsibility for identifying symptoms of illness and seeking medical treatment and ensuring regular check ups).

5.9 Investigate how individuals, family and peer groups can affect people's behaviours, beliefs, decisions, opportunities and actions

- predicting how the way they react in a situation may be different if they are on their own, with peers or near family, and how the outcomes may be different in each situation
- exploring how the peer group can influence an individual's decision about health issues such as participating in sexual activity, taking risks when driving or using alcohol and drugs
- suggesting ways to overcome barriers created by family circumstances when trying to access healthy food choices and regular physical activity
- respecting the rights of others to act differently and change their mind in relation to health issues and situations (such as deciding to leave a party early because someone has brought alcohol, or deciding to end a relationship that involved bullying or disrespect)
- examining scenarios to highlight ways emotions, personal dispositions, and decision making can affect consequences (such as drinking alcohol when feeling sad, participating in group bullying to gain acceptance, or having sex with someone because they threaten to end the relationship).

Contribution to healthy and active communities

5.10 Plan for positive health practices, behaviours and use of support resources to enhance the health and wellbeing of their communities

- designing a health promotion campaign aimed at improving the health and wellbeing of young people in their community (such as increasing physical activity through active transport, travelling safely home from parties, supporting friends who might be going through a tough time, making healthy and safe choices in relation to their relationships and sexuality, reducing the consumption of soft drinks and energy drinks and choosing water as an alternative)
- examining the food serving recommendations of the *Australian Guide to Health Eating* and producing a simple guide for younger students to make healthier choices when buying food from the school canteen
- examining the health and the mind-body-spirit connection across the cultures of the Asia region through exploring a range of wellness practices (such as daily physical activity routines and traditions of medicine and healthcare)
- establishing a school community garden or recycling program to build awareness about sustainable practices and the links to community health and wellbeing.

5.11 Question how attitudes, beliefs and perceptions about difference influence people's interactions with others and the sense of connection within communities

- explaining how membership in different cultural groups shapes identities and the way people behave in those groups in a range of situations (such as on the sporting field or as a spectator, at social gatherings and online) can be influenced by cultural attitudes and beliefs

- recognising the possibility of misunderstanding in intercultural encounters, and identifying strategies to avoid this in a range of social and/or online situations
- reflecting on the influence of stereotypes and prejudice in a range of situations related to mental health and wellbeing, cultural diversity and health practices, sexuality, alcohol and drugs and personal safety
- researching examples of ways that stereotypes and prejudice have been counteracted in local and national contexts (for example, how gender stereotypes about occupations in industries such as mining, engineering, and science have been debunked).

5.12 Investigate the importance of natural, community and built environments to personal and community health and wellbeing and propose and implement ways to build a healthier, more sustainable school community

- investigating resources available in the school community that support personal health and wellbeing (such as playgrounds, bike tracks, school canteens and sports facilities) and identifying how they provide opportunities for students and people within the community to be physically active
- writing a persuasive letter to the Principal of the school on an issue they want to initiate action on (such as purchasing new fitness equipment or providing bike racks so students can securely store bikes if they choose to ride to school)
- devising and implementing a proposal to involve parents in supporting students to actively travel to school
- creating a map identifying the local natural resources and built environments that provide opportunities for individuals and groups to connect as a community and participate in physical activities
- planning and implementing school and community projects, applying effective problem-solving and team-building strategies and effectively using available resources to create a community resource that supports community members to connect through shared interests or experiences (such as creating a community garden).

Movement and physical activity

Moving our body

5.13 Use feedback to enhance body control and coordination to refine movement skills, composition and performance

- describing the internal/kinaesthetic feedback they receive when performing body control skills such as a balancing with eyes open and with eyes closed
- participating in activities where their vision is compromised to demonstrate the importance of auditory feedback such as wearing blindfolds to play Goal Ball
- analysing their own and others' performance using video footage and providing feedback on how their performance could be enhanced
- analysing the impact of static and dynamic balance and transference of weight in athletic sprint starts and throwing and jumping events

- performing feints, dodges and changes of direction in a variety of games and sports contexts to examine the role of centre of gravity and dynamic balance in quality and consistency of performance
- providing positive feedback to a partner when working together in a team game, performing a partner dance or creating a movement sequence
- using visual and kinaesthetic feedback when coordinating eye-hand and eye-foot movements to control different pieces of equipment (such as keeping a ball in the air with both dominant and non-dominant hands).

5.14 Compose and perform complex movement sequences for specific purposes in a variety of contexts

- designing and performing complex movement sequences to create, use and defend space in a range of games and sports
- composing and performing a group dance sequence in response to a piece of music or other stimuli
- exploring different bases of support when performing a gymnastic, tai chi, yoga or Pilates routine
- demonstrating control when transitioning between twists, rotations and leaps in an aerobic routine
- performing passing, receiving, travelling, marking and intercepting in territorial games
- performing service, receiving, forehand, backhand, offensive and defensive strokes in net and wall games
- performing striking, running, catching, throwing, bowling, stopping, and fielding in striking and fielding games.

5.15 Practise, apply and transfer movement concepts, strategies and tactics into a range of physical activity contexts

- identifying and demonstrating the similarities of game strategies and tactics in striking, net/wall, target and territorial games (such as how wing players move the ball in territorial games, or how front court players try to intercept shots at the net)
- using more complex plays in territorial games such as performing a wrap play in touch football or a double play (two out) in softball/baseball
- employing tactics in target games such as hitting an opponent's bocce or lawn bowl to move it away from jack, or performing a roquet in croquet
- exploring similarities in the bases of support and flow of movements when performing gymnastic, tai chi, yoga or Pilates routines.

5.16 Select, design and apply rules, procedures and scoring systems to participate safely, fairly and ethically

- correctly interpreting and applying rules in target, net/wall, striking and territorial games
- recognising potential hazards and selecting appropriate responses when bushwalking, surf-swimming, canoeing or kayaking (for example, developing a route plan and leaving

with family and friends, planning a paddle course that avoids dangerous rocks and rapids, identifying potential rips in the surf or identifying essential safety equipment required for bushwalking, canoeing or kayaking)

- applying scoring systems in rhythmic and expressive activities to assess movement performances consistently and fairly
- undertaking the roles of referee/umpire or judge as their classmates perform in a range of movement and physical activity contexts.

5.17 Select and apply a range of ways of altering force and speed to effectively send and receive objects and retain possession

- demonstrating an understanding of absorbing force by lowering the body and bending the arms to reduce the force of a hard throw
- varying the force applied when returning a ball in net/court and striking activities (such as using a drop shot versus a smash in squash, racquet ball, tennis and badminton or using a bunt in softball/baseball)
- demonstrating how to manipulate the force and speed applied to an object to create different movement paths (such as a top spin lob in tennis, a leg spin bowl in cricket, a banana kick in football, or a bounce pass in netball).

Understanding movement

5.18 Select, implement and maintain physical activity routines to enhance personal fitness, health and wellbeing

- performing a simple yoga, tai chi or Pilates routine that helps develop flexibility and core strength using no equipment, or equipment they have access to at home
- proposing realistic strategies for how they can maintain their fitness, health and wellbeing (for example, keeping a record of their daily fitness activities, planning ahead when they will include physical activity in their daily routine, and partnering up with a friend to maintain motivation and commitment)
- analysing information from health and government agencies to determine the type and amount of daily activity required to maintain the different components of health-related fitness in their age group
- sharing the relaxation activities they undertake to promote wellbeing such as listening to relaxing music, drawing, reading or meditating
- exploring and participating in activities that develop health related fitness including cardio-respiratory fitness, body composition, muscular strength, muscular endurance, and flexibility.

5.19 Demonstrate and explain how the elements of effort, space, objects and people can enhance performance

- creating, performing and appraising a small group dance that demonstrates variations in flow and levels
- moving slowly and with control through different poses in a tai chi, yoga or Pilates routine

- experimenting with different ways to float and tread water in a survival swim wearing clothes to examine the role of effort and force in conserving energy and maintaining flotation
- designing and refining a range of movement strategies and tactics that manipulate space and the relationship to other players in a range of games and sports (such as creating a three-on-two situation or applying a zone defence in a territorial game, or drawing your opposition player into the corner in a net/court game).

5.20 Identify and discuss opportunities to access resources within the local community to support participation in challenge and adventure and health related physical activities

- mapping the facilities that can support participation in challenge and adventure activities and health-related physical activities that are in close proximity to their school or home
- designing and participating in games and activities that can be played in local parks with easily accessible equipment
- developing a personalised fitness routine using playground equipment and/or fixed fitness station equipment available in the school or local park
- mapping local bike paths and designing safe routes for travelling to school, friends' houses or as a training ride
- identifying and extending physical activity opportunities in the school environment for all students before and after school
- arranging a presentation from a local council member on physical activity options in the community
- creating a list of community members who have knowledge and skills in the area of health-related fitness, and inviting them to run fitness classes for staff and students at the school.

5.21 Discuss the cultural and/or historical significance of a range of physical activities

- researching and participating in a range of physical activities that were played in the early 20th century, and exploring the role of these activities as social and cultural practices (including games from the Asia region such as Sepak Takraw or from Aboriginal and Torres Strait Islander culture such as Buroinjin)
- participating in a range of culturally significant physical activities from around the globe, and exploring their links to the culture and heritage of the country of their origin
- participating in traditional Aboriginal and Torres Strait Islander games and investigating the history of the games and how they relate to the practices and lifestyles of the First Peoples
- exploring the contribution of Aboriginal and Torres Strait Islanders to the development of Australian sport.

5.22 Adopt roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes

- reflecting on their role and articulating how the actions they initiated in that role lead to the achievement of successful outcomes for the team/s, player/s or participants
- organising and implementing group warm-up and skill practice activities
- undertaking the role of coach, giving feedback to individual players on their performance and the team on overall strategies and tactics
- undertaking various roles in physical activities such as team leader, official, time keeper, score keeper, and referee/umpire
- undertaking various roles associated with the planning of sporting events such as timetabling, rostering and creating a draw.

Learning through movement

5.23 Develop and apply strategies when working in groups or teams that demonstrate leadership and collaboration skills

- proposing and demonstrating strategies for modifying movement activities to ensure all students are able to fully participate in the activity
- demonstrating negotiation skills when composing and performing group dance routines, or designing games strategies as a team
- identifying the need for a leader in a team situation and a willingness to follow their instructions.

5.24 Resolve conflict and make decisions that contribute to the achievement of positive movement outcomes

- demonstrating conflict resolution skills when officiating in a class sporting competition or negotiating group roles in completing a movement task
- applying an understanding of verbal, physical, and situational cues to identify and appropriately respond to the feelings and motive of others when working in a team or group.

5.25 Evaluate and justify reasons for decisions and choices of action when solving movement challenges

- explaining the movement concepts and strategies that form the basis for the choice of action in response to a movement challenge
- proposing and critiquing constructive suggestions for how to improve the team's defence strategy in a territorial, net/court or striking game.

Years 7 and 8 Achievement Standard

By the end of Year 8, students investigate different relationships and demonstrate appropriate behaviours in maintaining respectful relationships. They are able to access and evaluate sources of information and support networks that can help them manage the transitions they experience

during these years. They reflect on the importance of the variety of roles required to support physical activity participation. They also understand, apply, and refine a range of increasingly complex movement concepts and strategies in a range of movement activities.

Students demonstrate how to be proactive about their own and others' health and wellbeing. They perform more complex movement skills with competence and confidence in a range of movement and physical activities. Students also develop and use criteria to provide feedback and monitor their own and others' performance of movement skills and tactics.

DRAFT

Years 9 and 10

Years 9 and 10 band description

The Years 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle. They also experience different roles that contribute to successful participation in physical activity by all. Students propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

In Years 9 and 10, students explore questions such as:

- how can I maintain a healthy, active, and safe lifestyle as I get older?
- what factors influence the challenges and decisions I may face in the future and how can I respond effectively to these challenges and decisions?
- how can I access strategies or resources to support me to make health decisions that are in the best interest of others and me?
- how do I support and contribute to community health and wellbeing?
- how can I improve my movement performances and those of others?
- how do meanings of health and physical activity change across communities and cultures?
- how can my behaviours and actions when participating in physical activities affect and influence the experience of others who are also participating?

The health contexts to be explored in Years 9 to 10 include, but are not limited to, alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality and safety.

The movement and physical activity contexts to be explored in Years 9 to 10 include, but are not limited to, challenge and adventure, games and sports, health-related and rhythmic and expressive movement activities.

Years 9 and 10 content descriptions and elaborations

Personal, social and community health

Being healthy, safe and active

6.1 Analyse the factors that shape their sense of self and wellbeing, including personal attitudes and beliefs, family, peers, societal norms and expectations, the media and stereotypes

- examining societal norms, stereotypes and expectations communicated in the media, and how they might influence the way young people think about their bodies, their attitudes towards sexual health, the use of drugs and alcohol, and their level of risk-taking behaviour
- discussing the influences of socio-cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing (for example, family's belief and attitudes towards drug taking can influence an individual's use, and access to health services can influence a young person's capacity to be proactive about preventive health practices)
- critiquing gender roles and expectations in the school, community and the media, and the influence they can have on self identities, health and wellbeing
- analysing the roles family, friends and community can play in supporting an individual's sense of self, and proposing strategies they can use to enhance their own wellbeing and the wellbeing of their peers and family.

6.2 Analyse the implications of behaviours such as prejudice, marginalisation, homophobia, discrimination, harassment and exclusion on the health and wellbeing of the community and propose counter-measures to alleviate this behaviour

- investigating a range of community health resources to evaluate how inclusive they are of marginalised groups, and proposing changes to support the inclusion of all members of the community
- debating real-life and hypothetical scenarios to assess the impacts of different types of discrimination and harassment on individuals, their family and friends and the wider community
- designing and implementing actions to celebrate diversity within the school and wider community (such as Harmony Day cultural feasts, cultural games competitions, and photo exhibitions of family history and heritage)
- proposing and enacting realistic solutions to deal with discrimination and harassment in the classroom, playground and beyond school (for example, developing a student charter for ethical and respectful use of social media, or negotiating a consistent approach by students and staff for dealing with bullying and harassment in the playground).

6.3 Examine the changes and transitions that they will go through as they grow older and apply and evaluate skills, strategies and resources they can access to manage these transitions

- practising skills such as refusal skills, communicating choices, expressing opinions, and initiating contingency plans to deal effectively with challenging, difficult or unsafe situations they may encounter
- expressing thoughts, opinions and beliefs using appropriate forms of communication to acknowledge the feelings of others and to assert their stance on a situation, dilemma or decision
- identifying and assessing behavioural expectations in different relationships and social situations and exploring how they can influence decisions and behaviours
- accessing and assessing a range of health information and services that support young people to effectively manage changes and transitions as they grow older.

6.4 Select, justify and reflect on emotional responses in a wide range of situations, including in family, social and online situations and when participating in physical activity

- proposing realistic strategies for managing emotional responses and resolving conflict in a family situation or in an online environment
- exploring a range of scenarios about common social situations where an individual may react with extreme emotion and reflecting on the impact that may have on the situation and their relationships
- analysing situations in movement or physical activity contexts where emotional responses may not be immediately apparent such as non-verbal cues and behaviours and reflecting on the consequences of these).

6.5 Plan, practice and prioritise responses to a range of situations where external influences may impact on their ability to make healthy, active and/or safe choices

- proposing strategies for celebrating safely (such as safe party planning, organising a designated driver or other options for getting home safely, looking out for friends, and refusal skills if offered alcohol or drugs or encouraged to participate in risky behaviour)
- analysing a range of situations where their decision making capacity may be influenced or compromised by external factors (such as alcohol, drugs, peer influence and advertising) and examining realistic actions they can take to protect their health and safety
- exploring external influences on sexuality and sexual health behaviour, and recognising the impact decisions and actions in response can have on health and wellbeing
- planning and practising responses to emergencies where they may be required to administer first aid to a friend.

Communicating and interacting for health and wellbeing

6.6 Explore the role that empathy, ethical decision making and personal safety play in maintaining respectful relationships and enjoying participation in physical activity

- analysing a range of scenarios where empathy, ethical decision making and personal safety must be applied to maintain respectful relationships (such as becoming sexual active, using alcohol or drugs, seeking help for others, and driving others home from a party)
- demonstrating fair play and empathy for varying levels of skill when participating in games and sports (such as encouraging others, and ensuring others are able to participate fully)
- devising modifications for games and sports that increase inclusivity and enjoyment
- predicting the effects of their actions on others (for example, "How will my parents feel if I choose to drink at the party tonight", or "How will she feel if I post that photo of her?")
- exploring cultural differences in beliefs and attitudes when analysing health decisions and actions (for example, influence of gender on relationships, help seeking, and participation in physical activity).

6.7 Critique the effectiveness and appropriateness of help and support services that are available in the local community for young people that provide support

- identifying and assessing how specific services in their local area support health, safety and wellbeing (for example, enhancing participation in physical activity, providing medical advice, and enforcing laws)
- identifying and assessing barriers to, and personal rights, when accessing support services (including confidentiality, location, gender, culture, and affordability) and proposing strategies that will increase the likelihood of young people using support services (for example, sexual health services maintaining confidentiality, or costs of gym memberships made affordable for students)
- researching and comparing the services available to young people in urban areas, rural communities and other countries
- designing their own youth neighbourhood centre outlining the services they see necessary to support the health and wellbeing of young people in their area.

6.8 Evaluate and apply health information from a range of sources to health decisions and situations likely to be experienced

- examining health information from sources such as the Internet, magazines, peers and health workers, and applying criteria to assess its usefulness in a variety of health decisions and situations
- suggesting the most suitable sources of information according to the health decision that needs to be made (for example, seeing a counsellor about mental health and wellbeing, accessing a community health service in regards to sexual health, or accessing the *Australian Guide to Healthy Eating* or health professional for nutrition advice)

- adapting health information from a reliable source to make it more likely to be used by young people.

6.9 Plan and rehearse responses to a range of situations where their own or others' health, wellbeing and/or safety may be at risk

- selecting and practising strategies that would be most effective in specific situations (such as avoidance of group violence, assertiveness in stopping a drunk friend from driving their car or in the situation of an unwanted sexual advance)
- evaluating the effectiveness of strategies to maximise health, wellbeing and safety and proposing strategies that would work for them in a range of situations they may encounter (such as unwanted sexual advances, being offered drugs, getting into a car with a drunk or inexperienced driver, or experiencing cyber bullying)
- identifying and applying skills and strategies to manage, prevent and minimise physical injury in sporting situations (for example, wearing protective equipment, including an adequate warm-up, participating in strength and conditioning programs, and correct rehabilitation after injury)
- using examples from literature or the media to explore health issues related to personal safety, and creating an alternative positive outcome to the story.

Contribution to healthy and active communities

6.10 Propose and implement strategies to enhance the health and wellbeing of their community

- composing visual and multimodal health campaigns in paper-based and digital environments to promote health and wellbeing in their community
- initiating a school health committee to develop and implement proposals to enhance the wellbeing of staff and students in the school
- investigating a range of community action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities (for example, youth action groups that lobby local councils to improve recreational facilities in the local area)
- acting as advocates for increased local physical activity facilities through actions such as letter writing, using social media, and working with community groups.

6.11 Critique a range of personal, social, environmental and economic factors and behaviours that positively and negatively influence the health and wellbeing of their communities

- examining social, environmental and economic factors that may influence the health behaviours of people in their community (for example, living in a rural community may restrict access to health services and physical activity options)
- researching the impacts of environmental factors on the health and wellbeing of a community (for example, the impact on levels of physical activity of access to safe recreation areas, and the impact of developments on communities' health and wellbeing).

6.12 Propose new practical and creative interventions that promote their own and others' connection to their wider community and surrounding environments

- developing a proposal to promote physical activity in the community (such as establishing a community walking group or setting up healthy cooking skills classes)
- designing a strategy to involve family, friends and members of the community in cultural celebrations to promote community health and a sense of connection and belonging
- promoting an understanding of minimal impact bushwalking in the local area
- investigating opportunities to volunteer for roles in the community that support a connection to the environment such as surf life saving, or bush conservation groups
- organising and implementing a community initiative such as Active Travel
- arranging a presentation from a local council member on physical activity options in the community
- identifying and extending physical activity opportunities in the school environment for all students before and after school.

Movement and physical activity

Moving our body

6.13 Adapt and respond to new, complex and challenging environments by performing increasingly complex movement skills

- transferring the movement skills of receiving a pass, passing and regaining possession practised in a small-sided game to a full-sided game
- modifying their swimming stroke to participate in water-based activities such as water polo, body surfing or open-water swimming
- choreographing a dance with a partner that demonstrates linking of movement skills and variations in speed, time, space and relationships
- adapting to changes in game play situations (such as dealing with additional defenders and transitioning from defence to attack, and vice versa)
- adapting and responding to changes in equipment or rules that increase the complexity of performing a game skill
- using fixed equipment to construct a creative movement performance using locomotor and stability skills (such as using bars and beams for travel and balance).

6.14 Evaluate own and others movement composition and provide and apply feedback in order to enhance performance

- using knowledge of results feedback to support another student in performing a skill with greater accuracy or control
- responding to teacher and peer feedback to enhance performance (such as receiving peer feedback on their positioning in relation to their opposition player when working as a defender)

- videoing others' performance and providing feedback to on synchronicity and timing in a dance performance
- using movement analysis software to break down a skill or sequence to describe and evaluate the quality of their own and others' performance.

6.15 Develop, implement and evaluate movement concepts, strategies and tactics for successful outcomes in games and sports

- applying and comparing person-to-person and zone defence in a range of team sports
- devising and applying tactics and strategies appropriate to the stage of play in territorial, net/court and striking games (for example, maintaining possession to wind down the clock in soccer, playing a defensive lob in tennis when drawn out of the court, or using a bunt to get a runner on third base home in softball)
- demonstrating effective court coverage when working with a partner in net/wall games.

6.16 Propose rules and scoring systems and reflect on their own adherence to rules and whether they acted fairly, ethically and with consideration of the rights and feelings of others

- planning and conducting a tournament for their own or other classes
- participating in a competition where the players are responsible for applying the rules rather than an independent official, such as Ultimate Disc
- proposing and implementing modifications to the rules of games and activities to make them more inclusive
- discussing the role of organisations in promoting fairness and ethical behaviour in sport (such as the Australian Sports Drug Agency, Rugby League Tribunal, Anti-Discrimination Commission and the Court of Arbitration for Sport).

6.17 Propose, perform and refine a range of movement skills, patterns and sequences that demonstrate how force, speed, motion, balance and stability can be applied and manipulated to improve performance

- demonstrating an understanding of concepts such as acceleration and action/reaction by applying them in a physical activity context (such as having maximum speed in the run-up of a long jump, importance of contact points and follow through when kicking a ball for distance or accuracy)
- demonstrating summation of forces in performing a javelin throw, discus throw or shot put
- applying the concept of levers in a striking activity (such as when hitting a golf ball for distance)
- applying and explaining the concepts of centre of gravity, base of support and dynamic balance when performing movement skills (for example, defensive stances in netball and basketball, tennis serve or volleyball serve, sprint start in athletics or block start in swimming).

Understanding movement

6.18 Explore different components of health-related and skill-related fitness to plan and undertake a personalised program for improving or maintaining physical activity and fitness levels

- designing and implementing a personal physical activity or fitness program where they justify their activity choices
- designing and implementing a personal program where they justify their activity choices in relation to the components of health-related fitness
- organising a personal fitness program which includes timeframe, goal and a variety of specific activities to achieve the goal
- calculating their resting heart rate and maximum heart rates, and demonstrating understanding of what is meant by a target training heart rate zone
- using non-specialised equipment to develop health-related or skill-related fitness such as using chairs for inclined push ups, steps for cardiovascular fitness, and witches' hats for agility runs
- using community facilities when implementing their program such as local fitness trails or bike tracks
- reporting on their fitness development at regular intervals, and modifying their program to continue improvement
- exploring the principles of frequency, intensity, time/duration, and type of exercise when planning for health-related fitness activity.

6.19 Analyse the elements of effort, space, objects and people in increasingly complex situations when composing and performing a range of movement sequences

- creating a group performance using equipment that demonstrates synchronous and individual movement (such as in a dance or circus skills sequence)
- composing and performing selected group routines or games strategies in unison, or in contrast, with others
- investigating how the elements of effort, space and relationships with objects and other performers can be applied to different movement contexts.

6.20 Investigate how social, cultural and economic factors and prior experience of activities influence their own and others' participation in physical activity across the lifespan

- using different information sources to identify factors that influence their participation in community activities such as demographic data and surveys
- participating in physical activities available in their local community and appraising them in terms of access for their age group (for example, cost, transport, and range of activities)
- researching and comparing availability, accessibility and participation rates for a range of physical activities in their local community and other communities, and drawing conclusions about the key influencing factors on participation

- investigating if availability and access to facilities influences decisions people make about where they will live, and the implications of these choices
- investigating whether the location of facilities can affect people's opportunities to participate in physical activity.

6.21 Reflect on the role physical activity, outdoor recreation and sport plays in the lives of Australians and explore how this has changed over the years

- examining how sport, physical activity and outdoor recreation pursuits have changed over the last century as a result of different cultural groups living in Australia
- exploring the social and cultural practices associated with participating in a range of physical activities from the Asia region such as yoga, tai chi, martial arts and Asia-inspired dance and performance art
- researching the trends in participation in organised junior sports over the last few decades, and predicting and explaining future trends and directions
- exploring the influence that society, culture and religion have had on various groups being included or excluded from physical activities and sport
- investigating the varied perspectives held by Australians on sport, and how this diversity is represented in the sports we now play
- exploring how sport in Australia has evolved, and the benefits and challenges that diversity has created.

6.22 Critique their performance in a range of roles required to participate in physical activities, and evaluate the contribution they make as an individual to teamwork, leadership, and enjoyable participation for their classmates

- creating and implementing self-assessment and peer-assessment tools to evaluate their performance of a variety of roles whilst organising a class sporting competition
- understanding and critiquing leadership styles and group/team dynamics through collaboratively solving initiative challenges or movement tasks.

Learning through movement

6.23 Devise and implement strategies for drawing on the skills and abilities of other participants to successfully complete complex movement tasks

- devising activities and training strategies that support and improve the abilities of team members
- applying strategies for effective communication to complete tasks of varying complexity (for example, using agreed protocols to interrupt group discussions, asserting their viewpoint appropriately, and demonstrating a willingness to listen and engage with divergent views)
- devising team strategies that ensure all team members have an opportunity for input into game play and feel they are part of the successful completion of a movement task.

6.24 Apply and evaluate strategies to remain positive and retain control when making decisions affecting movement performance, and encourage others to be positive when they are performing or participating

- demonstrating motivation, confidence and commitment when faced with difficult or unfamiliar movement tasks
- using self-talk and encouragement to motivate team members to continue to participate, and to encourage improved performance
- recognising and celebrating successful outcomes of performances when participating in various physical activities
- accepting unsuccessful attempts to perform a skill as an opportunity to learn and try again.

6.25 Transfer understanding from previous movement experiences to predict outcomes and create new and innovative solutions to complex movement challenges

- drawing parallels between successful movement tactics in one sporting situation and how similar tactics could be used effectively in a different sport
- speculating on possible outcomes of a variety of innovative solutions to a movement challenge based on past experiences
- reflecting on successful movement solutions, and identifying how they can be used effectively in other movement situations.

Years 9 and 10 Achievement Standard

By the end of Year 10, students understand the range of factors that influence their personal identities, relationships and their own and others' health, safety and wellbeing. They articulate the range of factors that can influence health behaviours, decisions, and opportunities. They also critically analyse the impact attitudes and beliefs towards diversity have on community connection. They investigate the components of fitness and analyse the impact fitness levels have on regular, lifelong participation in physical activity. They reflect on the role physical activity plays across a range of cultures, examine the roles they can play and propose interventions to support enjoyable and successful participation in physical activity in their community.

Students demonstrate increasing control and assertiveness when making decisions and taking action to enhance their own and others' health, physical activity participation and wellbeing. They evaluate and refine specialised movements as they perform complex movement tasks across a range of physical activities.

Glossary

The following terms are used throughout the curriculum. Below are operational definitions for each of these terms as they relate to the *Australian Curriculum: Health and Physical Education*.

Advocacy	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	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	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	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, actively engaging in regular physical activity.
Drug	Any substance (excluding food, water and oxygen) that when taken into the body alters its function physically or psychologically.
Elements of movement	The variables that are combined in composing and performing movement. The elements are dynamics, time, space and relationships.
Emotional health	The ability to recognise, understand and effectively manage emotions and use this knowledge when thinking, feeling and acting.
Fundamental movement skills	Fundamental movement skills provide the foundation to competent and confident participation in a range of physical activities. These skills include rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, bouncing, throwing, catching, kicking, striking and propelling the body in water.
Health literacy	The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.
Health-related fitness	Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. <i>Health-related fitness</i> includes components such as cardiovascular fitness, flexibility, muscular endurance, and strength.

Locomotor skills	Locomotor movement is when you move from one place to another. Locomotor skills include walking, running, swimming, sliding, dodging, jumping, leaping, rolling, skipping, hopping and galloping.
Modified games	Games or sports that are adapted to suit the skills and characteristics of students through alterations to rules, equipment and/or the playing field
Movement concepts, strategies and tactics	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	To discover the body's potential for movement by experimenting with different ways to move.
Non-locomotor skills	Non-locomotor movement is moving on the spot without any change in location. Non-locomotor skills include: twisting - the rotation of a selected body part around its long axis; bending - moving a joint; swaying - fluidly and gradually shifting the centre of gravity from one body part to another; stretching - moving body parts away from the centre of gravity; turning - rotating the body along the long axis; swinging - rhythmical, smooth motion of a body part resembling a pendulum.
Physical fitness	Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. It is commonly conceptualised as being made up of: <i>health-related components</i> (such as cardiovascular fitness, flexibility, muscular endurance, and strength) and <i>skill-related components</i> (such as agility, balance, coordination, reactions, rhythm, power and speed).
Preventive health	Preventive health directs resources to the prevention of ill-health, the promotion of individual and community health and the reduction of health inequalities.
Recreation	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.
Resilient	Able 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.
Sense of self	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.

Skill-related fitness	Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. <i>Skill-related fitness</i> includes components such as agility, balance, coordination, reactions, rhythm, power and speed.
Social health	Social health is concerned with how individuals interact with the people around them, social institutions and social values and norms.
Spiritual health	A positive sense of belonging, meaning and purpose in life. It includes values and beliefs that influence the way people live and can be influenced by an individual's connection to themselves, others, nature and beyond.
Wellbeing	Wellbeing relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience.

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