

# Food and wellbeing: Health and Physical Education

## Health and Physical Education

Food and nutrition is one of the focus areas in the Health and Physical Education (HPE) curriculum and includes developing knowledge, understanding and skills that will support students to make healthier choices. Students learn about food and nutrition by exploring the influences on these choices and developing skills to access and assess nutritional information to support healthy choices. In HPE, students learn about different stages of life and take increasing responsibility for their own growth and development by exploring and learning how to manage the many factors that influence their identities. They also develop a practical understanding of how connections to friends, family, other people, culture and society influence what we eat and drink.

## Food and wellbeing dimensions

### Health and Physical Education - Foundation to Year 2

#### Foundation

##### Personal, social and community health

##### *Being healthy, safe and active*

Content descriptions with elaborations

Identify personal strengths (ACPPS001)

- identifying things they are good at and describing how these have changed over time

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

- recognising how bodies grow and change over time

Identify people and demonstrate protective behaviours and other actions that help keep them safe and healthy (ACPPS003)

- identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported
- naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios

##### *Communicating and interacting for health and wellbeing*

Content descriptions with elaborations

Practise personal and social skills to interact positively with others (ACPPS004)

- accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation
- discussing how it feels to be included in activities
- practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member

Identify and describe emotional responses people may experience in different situations (ACPPS005)

- identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused
- learning and using appropriate language and actions to communicate their feelings in different situations
- recalling and sharing emotional responses to different situations and representing this in a variety of ways

## Year 2

### Personal, social and community health

#### ***Being healthy, safe and active***

Content descriptions with elaborations

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)

- describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities
- accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess

Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)

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

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

- exploring how eating healthy foods can influence health and wellbeing

#### ***Communicating and interacting for health and wellbeing***

Content descriptions with elaborations

Describe ways to include others to make them feel that they belong (ACPPS019)

- identifying and appreciating similarities and differences in people and groups
- exploring how people feel when they are included and excluded from groups and activities
- demonstrating appropriate language when encouraging others
- expressing appreciation and offering encouragement using a variety of communication techniques

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

- recognising own emotions and demonstrating positive ways to react in different situations
- identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses
- predicting how a person or character might be feeling based on the words they use, their facial expressions and body language
- understanding how a person's reaction to a situation can affect others' feelings

Examine health messages and how they relate to health decisions and behaviours (ACPPS021)

- identifying advertisements they have encountered that contain health messages
- identifying popular health slogans and discussing the behaviours these slogans are encouraging
- creating their own positive health message and sharing it with the class

#### ***Contributing to healthy and active communities***

Content descriptions with elaborations

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

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

Australian Curriculum

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

Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected (ACPPS024)

- examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different
- sharing the things that make them similar to and different from others in the class
- discussing practices of their own culture used to pass on significant information from one generation to the next