



Australian
CURRICULUM
Review

HEALTH AND PHYSICAL EDUCATION

CONSULTATION CURRICULUM

Scope and sequence F–10

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AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION (HPE) CONSULTATION – SCOPE AND SEQUENCE – FOUNDATION TO YEAR 10

Health and Physical Education (HPE)		Foundation	Years 1 and 2	Years 3 and 4
Achievement standard				
		By the end of Foundation, students describe characteristics of themselves and how they belong to different groups. They interact positively with others in a range of situations by selecting and using personal and social skills. Students propose actions to be healthy, safe and physically active. They apply fundamental movement skills to manipulate objects and spaces in a range of movement situations.	By the end of Year 2, students explain how personal qualities contribute to identities. They describe how their emotional responses can affect their own and others' feelings. They identify and describe factors that help develop respectful relationships. They explain how to keep themselves healthy, safe and physically active. They apply a range of fundamental movement skills in a variety of movement situations and explain how they move safely and effectively. They describe factors that make physical activity enjoyable.	By the end of Year 4, students identify influences that strengthen identities and explain how emotional responses vary. They describe strategies used to manage changes and transitions. They select and apply personal and social skills and other strategies to interact respectfully and cooperate with others. Students interpret health messages and use decision-making skills to select and apply strategies that help them stay safe, healthy and active. They apply fundamental movement skills and adapt movement concepts and strategies to new movement situations. They examine factors that influence participation in physical activity across their local community and propose strategies to incorporate regular physical activity into their own lives.
Strand	Sub-strand	Content description <i>Students learn to:</i>		
Personal, social and community health	Identities and change	investigate who they are and the groups to which they belong (AC9HPFP01)	describe their personal qualities and those of others and how they can contribute to developing identities (AC9HP2P01)	investigate how success, challenge and failure strengthen identities in a range of contexts (AC9HP4P01) plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience (AC9HP4P02)
		Interacting with others	express needs, feelings, ideas and interests with others to negotiate shared understandings and outcomes (AC9HPFP02)	explore and identify ways to develop respectful relationships (AC9HP2P02) identify and practise emotional responses that account for own and others' feelings (AC9HP2P03)
	Making healthy, safe and active choices		explore and practise a range of actions to help them stay healthy, safe and active (AC9HPFP03)	describe and demonstrate protective behaviours and help-seeking strategies they can use to help them stay safe (AC9HP2P04) identify health messages to describe and apply actions that help keep them healthy, safe and active (AC9HP2P05)

		Foundation	Years 1 and 2	Years 3 and 4
Movement and physical activity	Moving our bodies	explore and practise fundamental movement skills in a variety of game and play situations (AC9HPFM01)	practise fundamental movement skills and apply them in a variety of movement situations (AC9HP2M01)	refine and apply fundamental movement skills in new movement situations (AC9HP4M01)
				apply and adapt movement concepts and strategies to enhance performance (AC9HP4M02)
	Understanding movement	experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)	investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness (AC9HP2M02)	combine elements of effort, space, time, objects and people in different movement situations (AC9HP4M03)
				propose and apply strategies to incorporate the recommended levels of physical activity into their lives (AC9HP4M04)
	Learning through movement	investigate the benefits of being physically active by participating in a range of activities in different settings, including natural and outdoor settings (AC9HPFM03)	participate in a range of physical activities, including in natural and outdoor settings, to identify factors and settings that make involvement enjoyable (AC9HP2M03) use strategies to work collaboratively when participating in physical activities (AC9HP2M04)	participate in physical activity in natural settings and outdoor spaces to examine factors that can influence their own and others' involvement (AC9HP4M05)
				apply creative thinking in solving movement problems (AC9HP4M06)
apply rules and scoring systems when participating in or designing physical activities (AC9HP4M07)				
			perform a range of roles in a respectful way to achieve successful outcomes in movement settings (AC9HP4M08)	

Health and Physical Education (HPE)		Years 5 and 6	Years 7 and 8	Years 9 and 10
		Achievement standard		
		By the end of Year 6, students explain how different factors influence identities and relationships. They investigate developmental changes and the strategies they can use to manage them. Students adapt and apply personal and social skills to work collaboratively and establish and manage relationships. They recognise the impact valuing diversity has on wellbeing. Students analyse health information and apply decision-making skills to refine strategies that help themselves and others stay safe, healthy and active. They adapt movement skills and concepts to unfamiliar situations and evaluate the impact on movement outcomes. They apply their understandings about physical activity participation to propose strategies to enhance the health and wellbeing of themselves, their family and communities.	By the end of Year 8, students evaluate resources and strategies to manage changes and transitions, and investigate the impact of change on identities. They examine the influence of emotions and develop self-regulation strategies to enhance interactions and wellbeing. Students investigate how respect, consent and valuing diversity can influence the nature of relationships. Students analyse health information to make informed decisions, and to propose and implement actions that enhance their own and others' health, safety and wellbeing. They apply and adapt movement skills and concepts within a range of movement situations and evaluate the effectiveness of strategies selected in different movement situations. They propose and evaluate interventions to improve health and wellbeing and increase participation in physical activity for themselves and others.	By the end of Year 10, students devise and evaluate personal strategies to manage their developing identities, emotions, relationships and responses to change. They investigate how attitudes and beliefs about diversity and difference can impact on relationships, and propose strategies to challenge disrespectful attitudes. They evaluate how respect, empathy, power and consent influence the nature and quality of relationships. Students access, synthesise and apply health information from credible sources to propose and justify responses to a variety of health situations. They apply and adapt movement concepts and strategies to unfamiliar situations, and evaluate and refine their own and others' movement skills and performances. They propose and evaluate interventions to increase participation in physical activity and improve the wellbeing of themselves, their family and communities.
Strand	Sub-strand	Content description <i>Students learn to:</i>		
Personal, social and community health	Identities and change	explain how identities can be influenced by people and places and how we can create a positive self-identity (AC9HP6P01)	analyse and reflect on the impact of values and beliefs on the development of identities (AC9HP8P01)	analyse factors that shape identities and evaluate how individuals impact the identities of others (AC9HP10P01)
		investigate resources and strategies to manage changes and transitions, including changes associated with puberty (AC9HP6P02)	analyse the impact of changes and transitions, and devise strategies to utilise resources to support themselves and others through these changes (AC9HP8P02)	devise, evaluate and adapt strategies for managing changes and transitions (AC9HP10P02)
	Interacting with others	select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP6P03)	examine the roles that respect, consent and empathy play in developing respectful relationships (AC9HP8P03)	evaluate the influence of respect, empathy, power and consent on establishing and maintaining respectful relationships (AC9HP10P03)
		reflect on how valuing diversity influences the wellbeing of individuals and communities (AC9HP6P04)	investigate strategies that influence how communities value diversity and promote inclusion (AC9HP8P04)	propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination (AC9HP10P04)
		analyse the influence of emotional responses on behaviour and relationships, and propose strategies to manage own and others' emotions (AC9HP6P05)	analyse factors that influence emotions, and develop strategies to take account of own and others' feelings (AC9HP8P05)	reflect on emotional responses in different situations to devise and refine strategies for regulating emotions (AC9HP10P05)
	Making healthy, safe and active choices	analyse protective behaviours and help-seeking strategies that can be used in a range of situations (AC9HP6P06)	evaluate protective behaviours and community resources they can use to seek help for themselves and others (AC9HP8P06)	plan, rehearse and evaluate options for managing situations where their own or others' health or safety may be at risk (AC9HP10P06)
		analyse health information and apply it to communicate their own and others' health needs (AC9HP6P07)	investigate how media and people impact attitudes, beliefs, decisions and behaviours in relation to health and wellbeing (AC9HP8P07)	evaluate and apply health information from a range of sources to inform health decisions and behaviours (AC9HP10P07)
		analyse the role of health-enhancing behaviours in promoting and maintaining health, safety and wellbeing for individuals, families and their communities (AC9HP6P08)	use health resources to plan and implement health behaviours that enhance their own health, safety and wellbeing and that of their friends, families and communities (AC9HP8P08)	plan, implement and critique strategies to enhance health, safety and wellbeing of their friends, families and communities (AC9HP10P08)

		Years 5 and 6	Years 7 and 8	Years 9 and 10
Movement and physical activity	Moving our bodies	adapt and modify movement skills across a variety of situations (AC9HP6M01)	analyse, adapt and refine movement skills and approaches in a variety of movement situations (AC9HP8M01)	analyse, adapt and refine movement skills and approaches in a range of challenging movement situations to enhance performance (AC9HP10M01)
		demonstrate how movement concepts and strategies can be transferred to different situations (AC9HP6M02)	demonstrate how movement concepts and strategies can be manipulated to impact performance or movement outcomes (AC9HP8M02)	adapt and refine movement concepts and strategies to achieve successful outcomes across a range of challenging movement situations (AC9HP10M02)
	Understanding movement	manipulate and modify elements of effort, space, time, objects and people in different movement situations (AC9HP6M03)	analyse and demonstrate how the elements of effort, space, time, objects and people can enhance movement (AC9HP8M03)	evaluate the impact manipulating effort, space, time, objects and people has on a range of different movement performances (AC9HP10M03)
		participate in a range of physical activities that can be accessed in their local area to analyse the steps and resources needed to promote involvement (AC9HP6M04)	design, apply and evaluate practices to increase physical activity levels to achieve health and wellbeing outcomes (AC9HP8M04)	design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity levels to achieve health and wellbeing (AC9HP10M04)
	Learning through movement	participate in various physical activities designed to enhance health and wellbeing and investigate options to enhance personal participation (AC9HP6M05)	participate in a range of physical activity options to evaluate strategies to support increased use of community and outdoor settings and spaces (AC9HP8M05)	participate in a range of physical activity options to design and evaluate participation strategies that promote health and social outcomes for themselves and their communities (AC9HP10M05)
		predict the effectiveness of different skills and strategies in unfamiliar movement situations (AC9HP6M06)	evaluate and justify choices of action in different movement situations (AC9HP8M06)	transfer and adapt skills and strategies from previous experience to create solutions in unfamiliar movement situations (AC9HP10M06)
		devise and test alternative rules and modes of play to support increased participation (AC9HP6M07)	investigate modifications to equipment, rules and scoring systems that support inclusive participation (AC9HP8M07)	reflect on how fair play and ethical behaviour can influence physical activity outcomes for individuals and groups (AC9HP10M07)
		participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (AC9HP6M08)	practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities (AC9HP8M08)	devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (AC9HP10M08)