



Australian  
CURRICULUM  
Review

# HEALTH AND PHYSICAL EDUCATION

CONSULTATION CURRICULUM

**All elements F–10**

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## TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION.....	1
ABOUT THE LEARNING AREA .....	1
Introduction .....	1
Rationale .....	1
Aims .....	1
Organisation of the learning area .....	2
Key connections .....	16
Key considerations .....	21
CURRICULUM ELEMENTS .....	28
Foundation .....	28
Year 1 and 2.....	32
Year 3 and 4.....	36
Year 5 and 6.....	43
Year 7 and 8.....	50
Year 9 and 10.....	57

## F–10 AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION

### ABOUT THE LEARNING AREA

#### Introduction

The Australian Curriculum: Health and Physical Education is written on the basis that all students will study Health and Physical Education from Foundation to the end of Year 10.

#### Rationale

Health and Physical Education provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, the health and wellbeing of themselves and the communities to which they belong. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to be able to flourish as a healthy, safe, active and informed citizen. To respond to new health issues and evolving physical activity options, it is essential that young people develop their ability to transfer and adapt understandings and skills to new contexts.

In Health and Physical Education, students strengthen their sense of self, and learn to build and manage satisfying, respectful relationships. They develop resilience and empathy as active participants in their own and others' wellbeing, using health and physical activity resources for the benefit of themselves and their communities. Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing and physical activity patterns of individuals, groups and communities. Critical inquiry skills enable students to critique and challenge discrimination, assumptions and stereotypes, and to respond appropriately in a range of contexts.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate confidently and competently in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, social and cognitive skills. When learning in, through and about movement, students acquire skills, understandings and dispositions that are the foundation for lifelong physical activity participation and enhanced movement performance.

#### Aims

The Australian Curriculum: Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and take positive action to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation

- develop and use personal, social and cognitive skills and strategies to promote a sense of identity and wellbeing, and to build and manage respectful 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 create opportunities for regular physical activity participation as an individual and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

## Organisation of the learning area

### *Content structure*

The Australian Curriculum: Health and Physical Education is presented in two-year band levels from Year 1 to Year 10, with Foundation presented as a single year level.

### *Band level descriptions*

Band level descriptions provide an overview of the learning that students should experience at each band level.

### *Achievement standards*

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band.

### *Content descriptions*

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each band. The content descriptions are organised into strands and sub-strands.

### *Content elaborations*

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

## **Strands and sub-strands**

Content in the Australian Curriculum: Health and Physical Education is organised under two strands:

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

The two strands are interrelated and inform and support each other. Both strands must be taught in each year from Foundation to Year 10.

### **Personal, social and community health**

The Personal, social and community health strand focuses on the knowledge, understanding and skills needed to make healthy, safe and active choices. The strand investigates the contextual factors that influence health, safety, physical activity levels and wellbeing through a range of focus areas and issues underpinned by a strengths-based approach and socio-critical perspectives. It focuses on developing health literacy skills to apply new information to changing circumstances and environments that influence health, safety and wellbeing at an individual and community level.

Under this strand, content is further organised into three sub-strands:

- Identities and change
- Interacting with others
- Making healthy, safe and active choices.

### **Movement and physical activity**

The Movement and physical activity strand promotes appreciation of how movement in all its forms is central to daily life – from meeting functional requirements and providing opportunities for active living to a setting where personal and social skills can be developed and refined. In the early years, the focus is on the foundations of play and fundamental movement skills. The acquisition and refinement of a broad range of movement skills, concepts and strategies builds movement competence and confidence, and develops the disposition necessary for lifelong participation in physical activities.

Under this strand, content is further organised into three sub-strands:

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

When planning programs, it is recommended, where appropriate, to combine content descriptions from across strands to provide students with meaningful learning experiences that meet their needs, interests, abilities and local contexts, and make relevant connections across the health and movement fields.

Creating opportunities for practical application will enhance the development of knowledge, understanding and skills across a range of relevant and meaningful health and movement focus areas. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum as part of the Health and Physical Education curriculum.

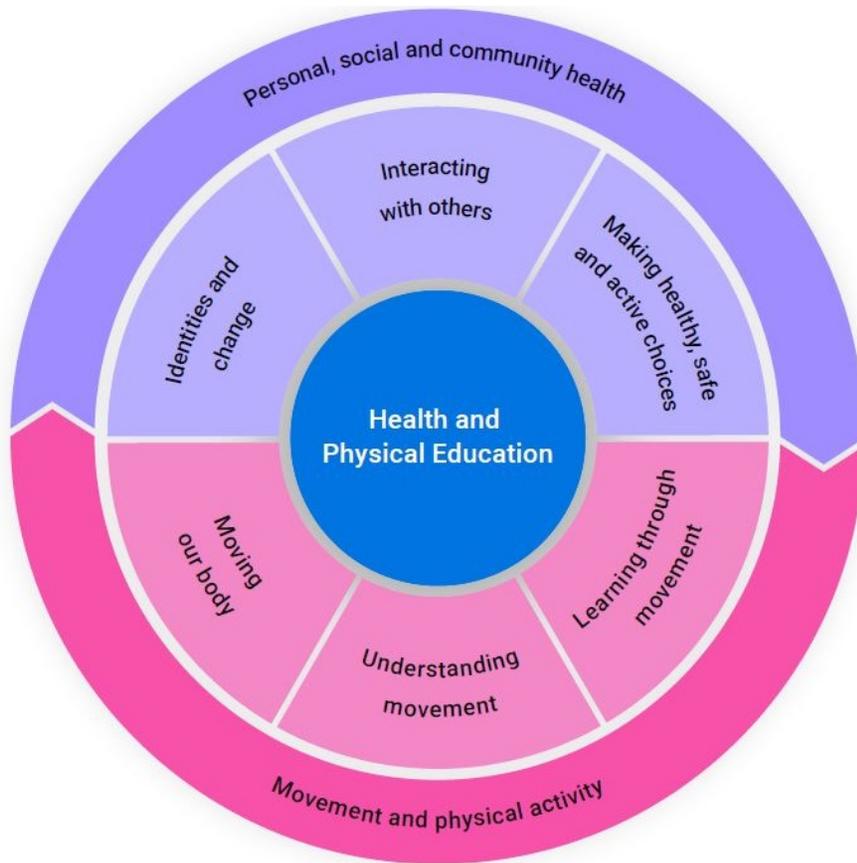


Figure 1: Overview of the interrelationships between strands and sub-strands in Health and Physical Education

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## Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Health and Physical Education curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Health and Physical Education across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the band levels.

Learning in Health and Physical Education is about empowering students to be advocates and agents in relation to their own health, wellbeing and physical activity participation. Students learn the skills and understandings necessary to move effectively, take action, make decisions, and establish and maintain respectful relationships. To be advocates for themselves and others, students need to be self-aware and have a strong understanding of who they are and where they fit into the world.

The core concepts in Health and Physical Education are interrelated, and the understanding and skills aligned to each are developed by making connections in content within and between the health and movement strands.

- **Self-awareness** – involves students understanding how, when and why thoughts, feelings, emotions and strengths influence their own and others' health, wellbeing and participation.
- **Identities** – involves students understanding who they are, where they belong and how they are changing, to form a positive image of who they can become.
- **Relationships** – involves students developing respectful relationships, creating meaningful connections and collaborating effectively to enhance health, wellbeing, participation and movement outcomes.
- **Movement capability** – involves students moving confidently, competently and creatively through understanding how they move, why they move and when to move their bodies.
- **Lifelong participation** – involves students engaging in a range of physical activities in varied environments to establish and maintain health and active participation.
- **Decision-making** – involves students making informed and ethical choices, acknowledging the range of influences that shape their decisions and behaviours.
- **Taking action** – involves empowering individual students with the knowledge, skills and understandings they need to act as advocates and agents for positive change that enhances the health and wellbeing of themselves, their groups and wider communities.

All aspects of the achievement standards and content descriptions in the Health and Physical Education curriculum align to at least one core concept, and in many cases to multiple core concepts.

## Read more

**Self-awareness** involves students understanding how, when and why thoughts, feelings, emotions and strengths influence their own and others' health, wellbeing and participation. Students develop an appreciation of their personal qualities and areas of growth, explore the factors that influence emotions in themselves and in others, and explore how emotional responses affect behaviour in health and movement situations. Students develop the knowledge, understanding and skills needed to be resilient and to demonstrate persistence.

**Identities** involves students understanding who they are, where they belong and how they are changing, to form a positive image of who they can become. Students develop a sense and understanding of themselves in an ongoing process through connection with cultural and social influences. They explore the changes and transitions they experience and make plans to manage these changes.

**Relationships** involves students developing respectful relationships, creating meaningful connections and collaborating effectively to enhance health, wellbeing, participation and movement outcomes. Students develop the knowledge, understandings and skills to establish, maintain and manage a range of different relationships in respectful ways.

**Movement capability** involves students moving confidently, competently and creatively through understanding how they move, why they move and when to move their bodies. Students acquire and refine a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence.

**Lifelong participation** involves students engaging in a range of physical activities in varied environments to establish and maintain health and active participation. Students develop skills and dispositions necessary for lifelong participation in physical activities. They recognise the importance of participation to their own and others' physical, social and emotional health and wellbeing.

**Decision-making** involves students making informed and ethical choices, acknowledging the range of influences that shape their decisions and behaviours. Decision-making enables them to access and understand health information and empowers them to make informed choices about their health, safety and physical activity participation.

**Taking action** involves empowering individual students with the knowledge, skills and understandings they need to act as advocates and agents for positive change that enhances the health and wellbeing of themselves, their groups and wider communities. Students develop knowledge, understanding and skills to engage with a range of health focus areas and issues and critique information to respond to changing circumstances and environments to take action in health and movement situations.

### *Focus areas*

The content descriptions in the Australian Curriculum: Health and Physical Education must be taught through 12 focus areas. The focus areas provide the breadth of learning across Foundation to Year 10 that must be taught for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. Advice on the appropriate time to address each focus area is provided in Table 1.

Decisions about the specific timing of when each focus area will be taught within the two-year band (for example, whether to teach about safety in Year 3 or Year 4 or in both years) are the responsibility of schools and teachers. Planning decisions should consider local needs, available resources, students' readiness and community priorities.

Table 1. Recommended timing when each focus area should be addressed

Focus areas	Foundation – Year 2	Years 3–6	Years 7–10
Alcohol and other drugs	✓ Medicines only	✓	✓
Food and nutrition	✓	✓	✓
Health benefits of physical activity	✓	✓	✓
Mental health and wellbeing	✓	✓	✓
Relationships and sexuality	✓ Relationships only	✓	✓
Safety	✓	✓	✓
Active play and minor games	✓	✓	n/a
Challenge and adventure activities	n/a	✓	✓
Fundamental movement skills	✓	✓	n/a
Games and sports	n/a	✓	✓
Lifelong physical activities	n/a	✓	✓
Rhythmic and expressive activities	✓	✓	✓

## Read more

### Alcohol and other drugs

This focus area addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. When teaching about alcohol and other drugs, it is important to examine the true prevalence of substance use in students' age group using large, high-quality national surveys to challenge their perceptions of substance use being the norm among other young people.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- safe use of medicines
- alternatives to taking medicines
- the effects of drugs on the body (including energy drinks and caffeine)
- factors that influence the use of different types of drugs
- impact of drug use on individuals and communities
- making informed decisions about drugs (assertive behaviour, peer influence, harm minimisation, awareness of blood-borne viruses)
- performance-enhancing drugs in sport.

### Food and nutrition

This focus area addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating)
- nutritional requirements and dietary needs (including The Australian Dietary Guidelines)
- food labelling and packaging (including reading and interpreting nutritional panels)
- food advertising and messaging (including health and nutrition messages distributed through social media networks)
- personal, social, economic and cultural influences on food choices and eating habits
- strategies for planning and maintaining a healthy, balanced diet (including investigating serving sizes and recommendations for daily intakes)
- healthy options for snacks, meals and drinks

- investigating the quality of food (coverage of food groups and variety, proportion of processed versus real foods, sustainable production practices, food miles)
- sustainable food choices.

### **Health benefits of physical activity**

This focus area addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- physical benefits of participating in physical activities (including impact on health-related and skill-related components of fitness)
- benefits of physical activities based on intensity, nature and frequency
- social, emotional and cognitive benefits of regular physical activity
- social, cultural and environmental influences on physical activity participation
- sedentary behaviours and their impact on health and wellbeing
- strategies for minimising sedentary behaviour and including physical activity in daily routines.

### **Mental health and wellbeing**

This focus area addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to maintain and enhance their own mental health and wellbeing and to support that of others.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- strategies for mental health promotion
- destigmatising mental illness in the community
- the impact of physical, social, spiritual and emotional health on wellbeing
- body image and self-worth and their impact on mental health and wellbeing
- resilience, and skills that support resilient behaviour
- coping skills, help-seeking strategies and community support resources
- networks of support for promoting mental health and wellbeing.

## Relationships and sexuality

This focus area addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

It is expected that all students at appropriate times across the continuum of learning from Foundation to Year 10 will learn about the following:

- parts of the body and how the body changes as they grow, including identifying public and private parts and understanding what is appropriate and inappropriate touching
- people in their lives and the types of relationships they have
- different groups to which they belong
- strategies for relating to, and interacting with others respectfully
- assertive behaviour and standing up for themselves and others
- puberty and how the body changes over time
- managing the physical, social and emotional changes that occur during puberty
- practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmitted infections and blood-borne viruses)
- the nature of consent, giving permission and setting boundaries, understanding the harm that can be caused when consent isn't gained or is ignored
- skills needed to give and gain consent appropriately (such as assertive communication, negotiation, and ability to interpret verbal and non-verbal cues)
- negotiating permission and consent (such as asking permission to use toys or borrow possessions in younger years, gaining consent from friends to publish photos online, and giving and gaining consent in relationships)
- legal requirements related to consent (when sharing information or images of others, when involved in intimate relationships)
- understanding the factors that make giving or gaining consent difficult in a range of situations such as legalities when using alcohol and other drugs when negotiating consent
- impact of power and coercion on boundary setting in relationships
- establishing and managing changing relationships (offline and online)
- strategies for dealing with relationships when there is an imbalance of power (including seeking help when wanting to end the relationship)
- bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality)

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Consultation curriculum

- changing identities and the factors that influence them (including personal, cultural, gender and sexual identities)
- celebrating and respecting difference and diversity in individuals and communities.
- challenging gender stereotypes and social norms that lead to inequalities, disrespect and violence
- understanding the nature of gender-based violence and the beliefs and attitudes that drive this behaviour.

## **Safety**

This focus area addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- safety at school
- safe practices at home, in road or transport environments, in the outdoors and when near water
- safe and unsafe situations at home, school, social situations such as parties and in the community
- strategies for dealing with unsafe or uncomfortable situations
- protective behaviours and help-seeking strategies, such as saying no assertively, leaving situations that are unsafe or uncomfortable, telling a trusted adult, seeking advice from a trusted friend, accessing services that support young people (for example, local youth services, kidshelpline, headspace)
- safe practices when using digital technologies and online services, including dealing with cyberbullying
- managing personal safety
- first aid and emergency care, including safe blood practices
- safety when participating in physical activity, including sports safety, sun safety, use of protective equipment and modifying rules
- relationship and dating safety.

## **Active play and minor games**

This area focuses on students learning through actively engaging in play with people, objects and representations – indoors, outdoors, alone, with a partner or in a group. The content supports students to be physically active and develop skills such as creativity, persistence, negotiation, problem solving, planning and cooperation.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 4 will participate in the following:

- imaginative play
- small group games
- role-play activities
- minor games
- lead-up games.

### **Challenge and adventure activities**

This area focuses on how individuals participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments. The content supports students to develop knowledge, understandings and skills to assess hazards and manage risks.

It is expected that all students at appropriate intervals across the continuum of learning from Year 5 to Year 10 will participate in the following:

- initiative games
- movement challenges (as individuals and in teams or groups)
- recreational activities in natural and outdoor settings
- navigational challenges.

Schools could also offer the following activities within this focus area if they have access to specialised facilities, equipment and relevant teacher expertise:

- bushwalking
- camping
- biathlon and triathlon
- athletics
- martial arts
- rock climbing
- canoeing and kayaking
- cycling (mountain biking, BMX, road and track cycling)

- surfing
- skiing (snow or water)
- swimming for performance (with a focus on technique).

### **Fundamental movement skills**

This area focuses on the development of fundamental movement skills that provide the foundation for competent and confident participation in a range of physical activities such as games, sports, dance, gymnastics and physical recreation.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 6 will have opportunities to practise and develop locomotor and non-locomotor skills, and object control skills.

Locomotor and non-locomotor skills:

- rolling
- balancing
- sliding
- jogging
- running
- leaping
- jumping
- hopping
- dodging
- galloping
- skipping
- floating and moving the body through water.

Object control skills:

- bouncing
- throwing
- catching
- kicking
- striking.

## Games and sports

This focus area focuses on the development of movement skills, concepts and strategies through a variety of games and sports. This content builds on learning in active play, minor games and fundamental movement skills. Most games and sports can be classified into invasion games, net and wall games, striking and fielding games, and target games.

It is expected that all students at appropriate intervals across the continuum of learning from Year 3 to Year 10 will participate in the following:

- modified games
- traditional games or sports
- culturally significant games and sports (such as traditional games of First Nations Australians and games of significance from the Asia region)
- non-traditional games and sports (including student-designed games and player-officiated games such as Ultimate Frisbee).

## Lifelong physical activities

This focus area focuses on how participation in physical activity can enhance health-related fitness and wellbeing across the lifespan.

It is expected that all students at appropriate intervals across the continuum of learning from Year 3 to Year 10 will participate in the following:

- individual and group activities (such as movement circuits, activity stations, skipping activities, playground games)
- active recreation activities (such as street walks, parkruns, orienteering, scootering or skateboarding).

Schools could also offer the following activities if they have access to specialised facilities, equipment and relevant teacher expertise:

- swimming
- tai chi, yoga, Pilates
- bushwalking
- recreational cycling
- resistance training.

## Rhythmic and expressive activities

This focus area focuses on how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words and themes.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will participate in the following:

- creative movement
- movement exploration
- dance styles and dance elements (in The Arts from Foundation to Year 2; in Health and Physical Education for Years 3–10).

Schools could also offer the following activities if they have access to specialised facilities, equipment and relevant teacher expertise:

- circus skills
- rhythmic gymnastics
- educational gymnastics
- tai chi, yoga.

## Key connections

### *General capabilities*

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to Health and Physical Education are Personal and Social Capability, Critical and Creative Thinking, Digital Literacy and Ethical Understanding.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy development is core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Health and Physical Education.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

### Read more

#### Personal and Social Capability

While Personal and Social Capability is fundamental to engaging in any learning environment successfully, personal and social skill development is core to the Australian Curriculum: Health and Physical Education. Through the two content strands, students develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives. The development of these skills allows students to explore their identity and develop an understanding of the influences that form their sense of identity. They learn how to recognise,

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Consultation curriculum

understand, validate and respond appropriately to their 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.

### **Critical and Creative Thinking**

In the Australian Curriculum: Health and Physical Education, students develop the 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 evaluate evidence and media messages related to Health and Physical Education topics for bias and reliability. They engage in learning experiences that encourage them to develop questions and seek creative solutions to health issues, including designing strategies to promote and advocate for personal, social and community health and wellbeing. Students use critical thinking to analyse and challenge societal factors that negatively influence their own and others' health and wellbeing. They develop understanding of the processes associated with creating movement and reflect on their bodies' responses and their feelings about these movement experiences.

### **Digital Literacy**

The Australian Curriculum: Health and Physical Education enhances digital literacy by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role digital technologies play in the lives and relationships of children and young people. They explore the nature of digital technologies and the implications for establishing and managing relationships. Students develop an understanding of ethical online behaviour, including protocols and practices for using digital technologies for respectful communication. Students use digital technologies as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in Health and Physical Education. They use a range of digital technologies to analyse, measure and enhance movement performances and to access and critically evaluate health information, products and services. They also use digital technologies to develop personalised plans for nutrition and physical activity participation.

### **Ethical Understanding**

The Australian Curriculum: Health and Physical Education develops students' ethical understanding as they learn the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality. Students examine ethical concepts and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field and in outdoor settings.

As students explore concepts of fair play, equitable participation, empathy, consent and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement-based contexts.

## 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.

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 different 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.

## Numeracy

As students engage with learning experiences in Health and Physical Education they select relevant numeracy knowledge and skills, and apply these in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, navigation in the outdoors or various skill performances. They use spatial reasoning in movement activities and in developing concepts 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 to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

## *Cross-curriculum priorities*

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. The cross-curriculum priorities of most relevance and meaning to the Health and Physical Education curriculum are Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability. Both cross-curriculum priorities are identified in content elaborations where they can offer opportunities to add depth and richness to student learning in Health and Physical Education.

## Read more

### **Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority**

In Health and Physical Education, students can explore the important roles that identity and connection play in the health and wellbeing of the oldest continuous living cultures in the world. Students investigate the lived experiences of First Nations Australians and the impact these experiences have had on their identities, sense of connection to Country/Place, and the health and wellbeing of individuals and communities. Students gain insights into the impact systemic racism and discrimination have had on First Nations Australian Peoples, and investigate strategies that promote truth-telling and build cultural awareness to develop empathy and respectful relationships.

Students gain insights about the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within First Nations Australian communities and how the sharing of cultural knowledge is aligned to ceremonies and roles within their communities. They can explore how First Nations Australians have long successfully developed complete diets that meet nutritional requirements, and see how foods were and continue to be used for medicinal purposes. Students also investigate and gain insight into the origins, purpose and history of traditional and contemporary Indigenous Australian games, and explore the significant contributions First Nations Australians have made to the health and sporting fields.

### **Sustainability cross-curriculum priority**

In the Australian Curriculum: Health and Physical Education, students explore how they can interact with natural and outdoor settings, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions play an important role in promoting, supporting and sustaining the wellbeing of individuals and the community now and into the future. Students develop their world view by exploring concepts of diversity, social justice and consumerism as they relate to the promotion and maintenance of health and wellbeing. Through movement experiences, students are provided with opportunities to participate in physical activity in a range of settings, including natural and outdoor settings, to gain an appreciation of the interdependence of the wellbeing of people and the environments they live within.

## ***Learning areas***

The Australian Curriculum: Health and Physical Education provides opportunities to integrate and connect content to other learning areas; in particular, Science, Technologies, the Arts and Humanities and Social Sciences and English.

### **Read more**

#### **Humanities and Social Sciences**

The skills of the Humanities and Social Sciences curriculum link strongly with key skills developed in Health and Physical Education, including supporting students to develop the ability to question, think critically, solve problems, communicate effectively, make decisions, and adapt to change. In both Humanities and Social Sciences and Health and Physical Education, students study human behaviours and interactions in social and cultural contexts, and learn how to respond to issues that require an understanding of the range of social factors to be considered. Both learning areas promote a broad understanding of the world, and how people can learn about their community, connect with natural and outdoor settings and enhance their identity and sense of belonging.

#### **Science**

Some skills central to Health and Physical Education, such as communicating with others, problem-solving, comprehending and using existing resources to develop new ideas, also reinforce learning in Science. Both Science and Health and Physical Education support the development of observational skills, predicting outcomes, speculation and encouragement of curiosity and questioning.

Health and Physical Education provides opportunities for students to explore specific aspects of the biological sciences sub-strand of the Science curriculum through the study of human anatomy. This learning includes understanding the importance of food and nutrition to the human body. Health and Physical Education and Science also provide opportunities to develop understanding of how systems work together to produce energy and movement through activities that explore body responses to exercise and activity.

Health and Physical Education also has links to content in the physical sciences sub-strand of the Science curriculum. Students use tools, techniques and processes to analyse and investigate movement performance in a practical context while exploring concepts such as force, motion, speed and energy.

#### **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. The primary emphasis for teaching dance in Health and Physical Education is to value dance as a lifelong physical activity and to develop movement skills, concepts and patterns associated with dance. Dance also provides a medium for students to develop personal and social skills, and critically appraise cultural and social factors that shape their own identities and communities.

Australian Curriculum: Health and Physical Education (HPE) – All elements F–10.  
Consultation curriculum

## Technologies

In the Technologies learning area, students learn how to apply nutrition knowledge through the preparation of food. Students learn practical food-preparation skills through the food technologies context in the Design and Technologies curriculum. Food and nutrition is one of the focus areas in the Health and Physical Education curriculum. This focus area enables students to develop and apply knowledge, understanding and skills to make healthier choices in relation to food and nutrition, as well as to understand the range of social, cultural and contextual factors that shape what we eat and drink.

## English

English and Health and Physical Education share a focus on examining, analysing, interpreting and evaluating spoken, written and multimodal texts, considering the ways in which purpose and audience shape texts. These skills help students to critique and analyse health and physical activity texts to assess them for accuracy and reliability, as well as to deconstruct the subtleties of health messaging. They also support the development of health literacy, which is a key proposition of the Health and Physical Education curriculum. Both learning areas help students to develop an understanding of context and its influence on perspectives and personal responses.

## Key considerations

### *Health and Physical Education propositions*

The Australian Curriculum: Health and Physical Education is shaped by five propositions that are informed by a strong and diverse research base for a futures-oriented curriculum. These propositions are:

- focus on educative purposes
- take a strengths-based approach
- value movement
- develop health literacy
- include a critical inquiry approach.

The propositions are interrelated and provide a framework for exploring the learning described in the Australian Curriculum: Health and Physical Education in a way that will create relevance and meaning for all students. Individually and collectively the propositions should guide program planning and pedagogy.



Figure 2: Overview of the interrelationships between strands, core concepts, focus areas and propositions.

## Read more

### Focus on educative purposes

The Australian Curriculum: Health and Physical Education emphasises the importance of learning opportunities that explicitly teach the knowledge, understandings and skills described in the standards and content through authentic and meaningful learning contexts. Teachers should be able to articulate what knowledge, understanding and skills they are developing, reinforcing and/or applying during a lesson, unit or assessment.

When this proposition is considered as part of the planning process, classroom programs:

- include purposeful learning experiences
- are developmentally appropriate and clearly articulate how the learning is aligned to achievement standards and content.

This proposition guides teachers to focus on the explicit learning driven by the content descriptions and achievement standards, and offers a check point when reviewing programs. If a learning activity or assessment task cannot be explicitly linked to aspects of the achievement standards and learning area content, then it may need to be reviewed or removed from the program.

### Take a strengths-based approach

A strengths-based approach recognises that students have varying levels of access to personal skills, strengths, assets and community resources to maintain and promote their own and others' wellbeing. The Australian Curriculum: Health and Physical Education recognises that a variety of contextual factors impact peoples' decisions and behaviours in relation to their health, safety, wellbeing and participation in physical activity. This proposition focuses on personal skills and community resources and how they can be harnessed to build students' capacity for advocacy and agency in varying health and movement contexts. It recognises that the skills, resources and capacities each student has available to them will differ immensely, but all students, no matter what their background or life situation, have capacities that can be drawn on to support them to make healthy, safe and active choices. Applying a strengths-based approach requires teachers to view health and physical activity participation as processes that students need to make sense of for themselves, rather than a single outcome students need to achieve.

When this proposition is considered as part of the planning process, classroom programs:

- support students to find solutions and plans of action that work for them as individuals rather than promoting a 'one-size-fits-all' approach to being healthy, safe or active
- explore strategies to access community resources and the role individuals play in contributing to the health, safety and wellbeing of their families and communities.

## Value movement

Valuing movement promotes an appreciation of how movement in all its forms is central to daily life; from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant social practices. The Australian Curriculum: Health and Physical Education recognises the importance of developing physical literacy through meaningful movement experiences to support ongoing participation in physical activity across the lifespan. It emphasises the development, transfer and adaption of movement skills and understandings within and across a diverse range of movement contexts. When planning movement experiences, teachers must be cognisant of how decisions they make may place greater value on some types of movement skills and contexts over others and unintentionally privilege or marginalise some students in the process.

When this proposition is considered as part of the planning process:

- movement is identified not only as content to be taught, but also as a context for learning
- programs explore and value diverse ways of moving and reasons for moving
- programs engage and challenge all students.

## Develop health literacy

Health literacy is an individual's ability to gain access to, understand, interrogate and use health information and services in ways that promote their own and others' health and wellbeing. Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated. The Australian Curriculum: Health and Physical Education focuses on developing knowledge, understandings and skills related to three dimensions of health literacy – functional, interactive and critical. The curriculum promotes the progressive development of health literacy skills – from students being able to access and apply information to respond to a health-related question; to being able to independently apply new information to changing health circumstances; to finally having the ability to selectively access, analyse, evaluate and synthesise health information from a variety of sources to take action to promote their own and others' health and wellbeing.

When this proposition is considered as part of the planning process, classroom programs:

- develop students' skills and understandings so they become critical consumers of health information, able to critique the reliability of published content from traditional and less-traditional sources
- provide opportunities to access, critique and use relevant and meaningful health information and support networks
- encourage students to apply their health knowledge and skills in a variety of complex and meaningful contexts.

## Include a critical inquiry approach

The Australian Curriculum: Health and Physical Education promotes a critical inquiry approach to examining information, ideas and views that are commonly expressed in and through the media and wider society. The Australian Curriculum: Health and Physical Education recognises that contextual factors, which are often out of the control of individuals, influence decision-making, behaviours and actions in relation to health and wellbeing. This proposition encourages the development and refinement of skills in researching, analysing, applying and appraising knowledge to investigate meaningful, ‘real-life’ situations and problems, and respond with a variety of creative solutions or alternatives. A critical inquiry approach develops and refines the skills needed to make sense of a range of social, cultural and political issues from personal perspectives based on lived experiences.

When this proposition is considered as part of the planning process, classroom programs:

- provide frequent opportunities for students to challenge, question and interrogate knowledge and assumptions in the health and movement fields
- encourage students to use a critical lens when interrogating information and ideas commonly expressed in society
- recognise that being and staying healthy, safe, well and active are shaped by a range of contextual factors, some of which are out of an individual’s control.

## *Meeting the needs of diverse learners*

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Health and Physical Education. The Health and Physical Education curriculum uses the principles of the [Universal Design for Learning](#) framework to ensure that the curriculum is inclusive of all learners and values diversity by providing for multiple means of representation, action, expression and engagement.

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. Adjustments to the practical delivery of movement-based lessons will be necessary to ensure that some students with physical disability can access learning, participate and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure that student achievement and demonstration of learning are appropriately measured.

As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs that affirm sexuality and gender diversity acknowledge the impact of diversity on students’ social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for

all students. The Australian Curriculum: Health and Physical Education is designed to allow schools flexibility to meet the learning needs of all young people, particularly in the health focus area of relationships and sexuality. All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex.

### ***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 to make informed decisions about their health, wellbeing, safety and physical activity participation. If the messages learnt in Health and Physical Education are reflected across the school and wider school community, this learning is validated and reinforced.

A healthy and supportive school environment may be enriched through health-promoting school policies and processes, and partnerships with parents, community organisations and specialist services. These partnerships are particularly important when planning programs for some issues in the learning area, such as learning about child safety and abuse prevention, alcohol and other drug use, sexual health and sexuality education, and consent education. When implementing programs around these issues, schools should work in partnership with parents and the wider school community to ensure the learning is appropriate for their local school context.

### ***Organisation of learning***

Schools will organise and deliver learning experiences depending on local needs, resource availability and timetabling structures. In secondary settings in particular, the content from the Australian Curriculum: Health and Physical Education can be organised and delivered in a range of ways and through several 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 respond critically and creatively to practical concerns of individuals, families and communities in local and global contexts. Elements of learning in home economics draws from content in both Health and Physical Education and Technologies in the Australian Curriculum.

The primary content 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 knowledge, understanding and skills that will support students to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices, and

developing skills to access and assess nutritional information to support healthy choices. In Health and Physical Education, 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 different factors that influence their identities. They also develop a practical understanding of how connections to other people influence health and wellbeing.

Visit the [‘Food and wellbeing’ page of the Australian Curriculum website](#) for more information.

### Outdoor education

Outdoor education engages students in practical and active learning experiences in natural environments and outdoor settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Elements of learning in outdoor education draws on content from across the Australian Curriculum, including Health and Physical Education, Geography and Science. The primary content drawn from Health and Physical Education is in the areas of outdoor recreation, challenge and adventure activities, and the influence spending time outdoors and in nature has on health and wellbeing.

Outdoor education provides opportunities to learn about interacting with others, connecting to the environment, teamwork and leadership. The outdoors provides a valid and important environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge. Outdoor recreation is typically associated with physical activity in outdoor, natural or semi-natural settings. These activities provide opportunities to connect individually, in small groups or as a community to the outdoor environment, contribute to health and wellbeing through direct personal experiences and promote lifelong physical activity. Depending on how outdoor learning is planned and delivered, there is scope to link to focus areas such as challenge and adventure activities, safety, health benefits of physical activity, food and nutrition, mental health and wellbeing, and lifelong physical activities.

Visit the [‘Outdoor learning’ page of the Australian Curriculum website](#) for more information.

## CURRICULUM ELEMENTS

### Foundation

#### Year level description

In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices. The Foundation curriculum builds on the Early Years Learning Framework and each student's prior learning and experiences. Foundation students are developing a strong sense of self and are beginning to take increasing responsibility for their health and physical wellbeing. Students explore strategies to interact positively with others and develop informed decision-making skills, protective behaviours, help-seeking strategies, and personal and social skills in health and movement contexts.

Students actively engage in purposeful play-based learning where they interact with people, objects and spaces through role-play, small group activities, minor games and exploration of movement. Through development of fine and gross motor skills, manipulation of equipment and spatial awareness, students gain a strong sense of movement competence and become confident to participate in range of physical activities. In the Foundation Year, students practise and develop locomotor and non-locomotor skills, including balancing, running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.

#### 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.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Personal, social and community health	Identities and change	investigate who they are and the groups to which they belong (AC9HPFP01)	making personal connections with stories that explore identity and belonging, discussing who they are, where they come from and where they belong (AC9HPFP01_E1)
			exploring similarities and differences in family structures in First Nations Australian communities and other cultures (AC9HPFP01_E2)
			identifying the family and cultural groups to which they belong and exploring the cultural practices that are important to themselves, their families and friends (AC9HPFP01_E3)
			participating in a range of physical activities, identifying which ones they enjoy and exploring what makes them enjoyable (AC9HPFP01_E4)
			identifying ways they can use their strengths to help themselves and others (AC9HPFP01_E5)
			recognising that they have a right to belong to a variety of groups (AC9HPFP01_E6)
	Interacting with others	express needs, feelings, ideas and interests with others to negotiate shared understandings and outcomes (AC9HPFP02)	expressing a variety of emotions, thoughts and views in a range of situations (AC9HPFP02_E1)
			exploring ways to initiate and develop respectful relationships (AC9HPFP02_E2)
			cooperating with others to complete a movement task or challenge (AC9HPFP02_E3)
			collaborating and negotiating with others when participating in physical activities to achieve agreed outcomes (AC9HPFP02_E4)
			identifying characters in texts who have been excluded from a group and discussing how other characters could have been more inclusive (AC9HPFP02_E5)
			practising and refining how to ask for permission when sharing possessions or negotiating personal space (AC9HPFP02_E6)
			negotiating roles and demonstrating awareness of rights and respect for different perspectives through imaginative and shared play experiences (AC9HPFP02_E7)
			explaining their reasons and actions in response to challenging situations in shared play experiences (AC9HPFP02_E8)
exploring the importance of asking for permission and giving permission when sharing or negotiating in play (AC9HPFP02_E9)			

<b>Movement and physical activity</b>	Making healthy, safe and active choices	explore and practise a range of actions to help them stay healthy, safe and active (AC9HPFP03)	identifying household substances that can be dangerous, including recognising symbols that warn of danger, and suggesting examples of how they can be stored safely in the home (AC9HPFP03_E1)
			grouping foods into categories such as food groups, processed and unprocessed or 'always' and 'sometimes' foods by exploring The Australian Guide to Healthy Eating and the Aboriginal and Torres Strait Islander Guide to Healthy Eating (AC9HPFP03_E2)
			understanding the importance of personal hygiene practices, including hand washing, face washing, nose blowing and toilet routines (AC9HPFP03_E3)
			exploring how breaks during school time help support health and wellbeing, including water breaks, healthy food break and regular movement breaks (AC9HPFP03_E4)
			exploring how playing and moving outdoors impacts health and wellbeing (AC9HPFP03_E5)
			identifying trusted adults and exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable (AC9HPFP03_E6)
			proposing strategies they can use at school and home to implement healthy practices with their use of digital tools (AC9HPFP03_E7)
			exploring and demonstrating assertive strategies to seek help when they or others feel unsafe (AC9HPFP03_E8)
			recognising that all people have the right to make choices about what others ask them to do with and to their bodies (AC9HPFP03_E9)
Moving our body	explore and practise fundamental movement skills in a variety of game and play situations (AC9HPFM01)	applying different locomotor skills to move from one point to another (AC9HPFM01_E1)	
		combining fine and gross motor skills in increasingly complex patterns (AC9HPFM01_E2)	
		sending, controlling and receiving objects at different levels and in different ways (AC9HPFM01_E3)	
		performing a range of water confidence skills (AC9HPFM01_E4)	
		demonstrating how to transfer weight from one part of the body to another (AC9HPFM01_E5)	
		applying fundamental movement skills for purpose and enjoyment in natural environments (AC9HPFM01_E6)	
Understanding movement	experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)	demonstrating spatial awareness when moving around and through indoor and outdoor (natural) environments confidently and safely (AC9HPFM02_E1)	
		persisting with challenges and demonstrating resilience while moving their body in a range of situations (AC9HPFM02_E2)	
		participating in games that require them to be aware of personal safety and game boundaries, and safe use of equipment (AC9HPFM02_E3)	

Australian Curriculum: Health and Physical Education (HPE) – All elements F–10.  
Consultation curriculum

		manipulating equipment in a range of different movement situations and tasks, including in minor games, imaginative play and when practising fundamental movement skills (AC9HPFM02_E4)	
		responding to stimuli while participating in games, such as duck, duck, goose, Simon says, rhythm actions, alphabet shapes (AC9HPFM02_E5)	
		suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making judgements about which they prefer (AC9HPFM02_E6)	
	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)	exploring a range of ways to be active and participate safely in outdoor or natural settings (AC9HPFM03_E1)
			playing traditional First Nations Australian games and discussing how they are similar to other games they have experienced (AC9HPFM03_E2)
		exploring opportunities to be active in spaces in and around their home (AC9HPFM03_E3)	
		taking considered risks and developing self-regulation skills when moving and playing in outdoor settings (AC9HPFM03_E4)	

## Year 1 and 2

### Band description

In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices. The Year 1 and 2 curriculum builds on each student's prior learning and experiences to develop skills and understanding in relation to their health, wellbeing, safety and participation in physical activity. Year 1 and 2 students are increasingly able to express a wide range of emotions, enhance their interactions with others, and understand the importance of assertive behaviour to ensure their interactions are respectful and safe. They are exploring their personal qualities and the factors that contribute to and influence their identities. Students are developing a need to belong to a group and continue to cultivate social connections at school. As these relationships are formed, students need to develop an understanding of reciprocal rights and responsibilities and the ability to see things from other people's viewpoints.

Students are developing a greater level of autonomy and need to learn protective behaviours and strategies to deal with unsafe or uncomfortable situations. Students extend their learning about the concept of consent and explore situations in which giving and gaining consent is important. The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. Students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them. They learn through movement, and are supported in broadening the range and complexity of fundamental movement skills they can perform. Students refine and extend the skills learnt in Foundation to include locomotor skills such as rolling, leaping, skipping, galloping and dodging, and object control skills such as striking and kicking objects from the ground or moving towards them. Through participation in imaginative play, small group games and minor games, students explore different ways they can move safely, and learn how to select and apply fundamental movement skills individually, in groups and in teams in a range of movement situations.

### Achievement standard

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Personal, social and community health	Identities and change	describe their personal qualities and those of others and how they can contribute to developing identities (AC9HP2P01)	describing the personal qualities of characters in stories and how they are similar and different from their own (AC9HP2P01_E1)
			describing how belonging to First Nations Australian cultural group/s contributes to identities (AC9HP2P01_E2)
			identifying how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected (AC9HP2P01_E3)
			participating in physical activities and describing how their own and others' personal qualities contribute to successful outcomes (AC9HP2P01_E4)
			describing personal achievements and sharing how they felt and how it influenced personal identities (AC9HP2P01_E5)
	Interacting with others	explore and identify ways to develop respectful relationships (AC9HP2P02)	recognising how self and others are feeling in a range of situations (AC9HP2P02_E1)
			working cooperatively with a partner when practising new skills (AC9HP2P02_E2)
			practising strategies they can use when they need to give consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures (AC9HP2P02_E3)
			demonstrating appropriate language (including verbal, non-verbal, body language and gestures) when encouraging and including others in physical activities, when completing movement tasks or practising for performance (AC9HP2P02_E4)
Interacting with others	identify and practise emotional responses that account for own and others' feelings (AC9HP2P03)	discussing strategies we can use to show respect towards First Nations Australian Peoples and acknowledging difference using appropriate language (AC9HP2P02_E5)	
		identifying characters in texts who demonstrate respect and cooperation to develop respectful relationships (AC9HP2P02_E6)	
		recognising own emotions and demonstrating positive ways to react in different situations (AC9HP2P03_E1)	
		exploring self-regulation strategies to moderate emotional responses (AC9HP2P03_E2)	
Interacting with others	identify and practise emotional responses that account for own and others' feelings (AC9HP2P03)	identifying triggers and warning signs to predict emotional responses (AC9HP2P03_E3)	
		identifying how someone might feel, think and act during an emergency through role-play and imaginative play (AC9HP2P03_E4)	

Australian Curriculum: Health and Physical Education (HPE) – All elements F–10.  
Consultation curriculum

Making healthy, safe and active choices		predicting how a person or character might be feeling based on the words they use, their facial expressions and body language (AC9HP2P03_E5)
	describe and demonstrate protective behaviours and help-seeking strategies they can use to help them stay safe (AC9HP2P04)	identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses (AC9HP2P04_E1)
		identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends (AC9HP2P04_E2)
		discussing the importance of seeking help when problems are too big to solve by themselves (AC9HP2P04_E3)
		recognising photos and locations of safe places and a network of people who can help (AC9HP2P04_E4)
		identifying feelings of safe, unsafe and uncomfortable; recognising the causes of these feelings and where they can go to access help if needed (AC9HP2P04_E5)
		exploring situations where they need to give, deny or gain permission and practising strategies to assert themselves; for example, saying no to inappropriate touching (AC9HP2P04_E6)
		exploring how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe (AC9HP2P04_E7)
	identify health messages to describe and apply actions that help keep them healthy, safe and active (AC9HP2P05)	identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines (AC9HP2P05_E1)
		discussing how eating a variety of fresh foods can influence health and wellbeing by using The Australian Guide to Healthy Eating (AC9HP2P05_E2)
		investigating how foods are marketed and promoted to children through advertisements in online spaces, promotion in supermarkets, and labelling and packaging (AC9HP2P05_E3)
		exploring sustainable practices that students can implement in the classroom to improve the health and wellbeing of the class, such as composting food waste, creating an edible garden, reducing single-use plastics (AC9HP2P05_E4)
		identifying times when they need water breaks, healthy food breaks and regular movement breaks to support health and wellbeing (AC9HP2P05_E5)
		creating rules and applying them at school and home to implement healthy and manageable practices with their use of digital tools (AC9HP2P05_E6)
		demonstrating assertive behaviour strategies to seek help when they or others feel unsafe (AC9HP2P05_E7)

<b>Movement and physical activity</b>	<b>Moving our body</b>	practise fundamental movement skills and apply them in a variety of movement situations (AC9HP2M01)	performing locomotor movements using different body parts to travel in different directions (AC9HP2M01_E1)
			selecting and implementing different movement skills to be successful in a range of games (AC9HP2M01_E2)
			performing fundamental movement skills involving controlling objects with equipment and different parts of the body (AC9HP2M01_E3)
			demonstrating balances and describing what helps to maintain stable positions (AC9HP2M01_E4)
			demonstrating changes in speed, direction and level as they use locomotor and non-locomotor skills in sequences (AC9HP2M01_E5)
	<b>Understanding movement</b>	investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness (AC9HP2M02)	inventing new games, based on rules and equipment from familiar games, and drawing conclusions about whether the rules and choice of equipment provide for an interesting and enjoyable game (AC9HP2M02_E1)
			participating in games that require students to move around the playing space and discussing which types of movement are most appropriate to move around safely and efficiently (AC9HP2M02_E2)
			using stimuli such as equipment, rhythm, music and words to create simple playground games and assessing which games they enjoy most (AC9HP2M02_E3)
			using different types of equipment to create an original game or solve a movement challenge and evaluating the game or solution against a set of criteria (AC9HP2M02_E4)
	<b>Learning through movement</b>	participate in a range of physical activities, including in natural and outdoor settings, to identify factors and settings that make involvement enjoyable (AC9HP2M03)	recognising the physical features in a range of different environments, including natural and outdoor settings, that make physical activity in these spaces enjoyable (AC9HP2M03_E1)
			participating in children's games from First Nations Australian cultures, such as Keentan played by the First Nations People of the north-west central districts of Queensland, and discussing similarities with other games and activities they enjoy (AC9HP2M03_E2)
			participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable (AC9HP2M03_E3)
use strategies to work collaboratively when participating in physical activities (AC9HP2M04)		working cooperatively with a partner when practising new skills (AC9HP2M04_E1)	
		describing and demonstrating how to include others in physical activities (AC9HP2M04_E2)	
	explaining how rules contribute to fair play and applying them in small group games and other activities (AC9HP2M04_E3)		
	suggesting and trialling how a game can be changed so that everyone can be involved (AC9HP2M04_E4)		

Australian Curriculum: Health and Physical Education (HPE) – All elements F–10.  
Consultation curriculum

## Year 3 and 4

### Band description

Year 3 and 4 students are further developing their understanding of themselves in relation to peers, their family and others, and the changing world in which they live. Students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. Students have opportunities to build on and refine the skills needed to maintain respectful relationships.

Year 3 and 4 students are becoming increasingly responsible for making decisions that affect their health and wellbeing. Students examine health messages from different sources to examine the factors that motivate or inhibit healthy and safe choices about physical activity and health behaviours, enhancing their capacity to take responsibility for their health and wellbeing. Students develop the skills and understanding to interpret information provided through food labelling, packaging and advertising. They are introduced to learning about the effects of substances on the body, focusing on substances commonly accessed by children such as caffeine, spirulina and other substances found in soft drinks and energy drinks. Students also explore safe practices in online spaces and when near roads and water settings.

Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. Students practise and refine the skills introduced in the earlier years in unfamiliar movement situations. Students combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity. In Years 3 and 4, students develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making through movement contexts.

### Achievement standard

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	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Personal, social and community health	Identities and change	investigate how success, challenge and failure strengthen identities in a range of contexts (AC9HP4P01)	explaining how characters in stories overcome challenge and adversity and achieve success in different ways (AC9HP4P01_E1)
			investigating how First Nations Australian Peoples' pride in cultural background strengthens identities (AC9HP4P01_E2)
			discussing how overcoming a challenge or adversity together can unite a group of diverse people (AC9HP4P01_E3)
			recognising how success, challenge, failure and enjoyment of physical activities can have a positive impact on identities (AC9HP4P01_E4)
		plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience (AC9HP4P02)	discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations (AC9HP4P02_E1)
			identifying people or sources of information that they can access if they have questions about the changes that are occurring (AC9HP4P02_E2)
		exploring the nature of family support networks in First Nations Australian communities and discussing how a wide range of family and community members support young people when they are going through changes and transitions (AC9HP4P02_E3)	
		practising and refining coping skills they can use when faced with challenges or changes, such as positive self-talk, mindfulness, seeking help from an adult (AC9HP4P02_E4)	
		identifying scenarios in texts where characters experience and react to change and transition and evaluate the effectiveness of these responses (AC9HP4P02_E5)	
	Interacting with others	describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP4P03)	predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them (AC9HP4P03_E1)
		using cooperative skills to successfully complete a movement task, such as a partner balance, partner passing strategy or team strategy (AC9HP4P03_E2)	
		expressing appreciation, cooperation and offering encouragement using a variety of communication techniques and in a range of situations (AC9HP4P03_E3)	

		<p>practising and refining strategies for interpreting verbal and non-verbal cues related to giving and gaining permission in a range of situations including to use others' toys, to join a group (AC9HP4P03_E4)</p> <p>discussing how demonstrating respect and empathy for First Nations Australian Peoples can build positive relationships (AC9HP4P03_E5)</p> <p>describing the importance of understanding their rights and the rights of others when asking for and giving consent (AC9HP4P03_E6)</p> <p>describing characters in texts who have demonstrated respect for difference and diversity in individuals and communities, and exploring the strategies they used to do this (AC9HP4P03_E7)</p>
	<p>describe and implement strategies to value diversity in a range of settings (AC9HP4P04)</p>	<p>planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural heritage (AC9HP4P04_E1)</p> <p>recognising that bullying behaviour can take many forms, not only physical, and proposing strategies to challenge bullying in and out of school (AC9HP4P04_E2)</p> <p>describing and practising safe bystander actions when they notice unfair or disrespectful behaviour towards others (AC9HP4P04_E3)</p> <p>researching games from their country of heritage, teaching others how to play them and learning why games are important to build cultural awareness and appreciation (AC9HP4P04_E4)</p> <p>recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities (AC9HP4P04_E5)</p> <p>modifying physical activities to ensure that everyone is included, such as by changing equipment, rules, playing space and number of players (AC9HP4P04_E6)</p>
	<p>explain how and why emotional responses can vary and practise strategies they can use to regulate their emotions (AC9HP4P05)</p>	<p>recognising their own emotional responses and how the depth and strength of their response may vary in different situations (AC9HP4P05_E1)</p> <p>analysing scenarios and identifying possible triggers and warning signs to predict emotional responses (AC9HP4P05_E2)</p> <p>analysing scenarios and identifying how someone might respond during an emergency (AC9HP4P05_E3)</p> <p>explaining the strategies characters use in texts to identify and manage their emotions before making a decision to act (AC9HP4P05_E4)</p> <p>implementing self-regulation strategies to moderate emotional responses (AC9HP4P05_E5)</p>

Making healthy, safe and active choices	apply protective behaviours and help-seeking strategies in a range of situations (AC9HP4P06)	describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe (AC9HP4P06_E1)
		examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe (AC9HP4P06_E2)
		indicating on a local map the location of safe places and people who can help if they feel unsafe or scared (AC9HP4P06_E3)
		identifying a range of help-seeking strategies to negotiate positive outcomes in challenging situations and to advocate for the rights of others (AC9HP4P06_E4)
		proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour (AC9HP4P06_E5)
		practising and refining strategies for giving and gaining consent; for example, giving consent for their photo to be taken (AC9HP4P06_E6)
		exploring actions they can take if someone has done something without their permission or consent (AC9HP4P06_E7)
		discussing different protective behaviours and help-seeking strategies characters in texts use to keep themselves and others safe (AC9HP4P06_E8)
	interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P07)	accessing different sources of health information and examining the accuracy of these sources, including brochures, websites, online advertisements, food labels (AC9HP4P07_E1)
		examining health messages relating to food and nutrition from different sources and exploring choices, behaviours and outcomes conveyed in these messages (AC9HP4P07_E2)
		identifying, examining and combining information and opinion from a range of sources to inform decisions and behaviours on a range of health issues (AC9HP4P07_E3)
		investigating the level of influence health messages from different people and sources have on our health decisions (AC9HP4P07_E4)
investigate and apply health-enhancing behaviours that contribute to their own and others' health, safety and wellbeing (AC9HP4P08)	identifying how medications and other substances can be stored safely in the home and at school (AC9HP4P08_E1)	
	examining their own eating patterns by researching The Australian Guide to Healthy Eating, investigating nutritional information about foods and examining sustainable food practices to measure the quality of their diet (AC9HP4P08_E2)	
	discussing the importance of a sense of belonging and connection in promoting mental health and wellbeing (AC9HP4P08_E3)	

		<p>exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community (AC9HP4P08_E4)</p> <p>explaining how characters in texts take responsibility for their own and others' safety in a range of situations, including water and road environments (AC9HP4P08_E5)</p> <p>keeping a diary or log of use of digital tools over time, comparing their time spent on screen-based activities with the Australian 24-Hour Movement Guidelines for Children and Young People and discussing ways to create or maintain a healthier balance (AC9HP4P08_E6)</p> <p>establishing a small fruit and vegetable garden for the class that can be used to create healthy and sustainable lunches or snacks (AC9HP4P08_E7)</p>
<p><b>Movement and physical activity</b></p>	<p>Moving our body</p>	<p>refine and apply fundamental movement skills in new movement situations (AC9HP4M01)</p> <p>performing activities where locomotor and object control skills are combined to complete a movement, task or challenge (AC9HP4M01_E1)</p> <p>performing routines incorporating different jumping, landing and balancing techniques, and connecting movements to create a movement sequence (AC9HP4M01_E2)</p> <p>performing fundamental movement skills to demonstrate weight transference in different physical activities (AC9HP4M01_E3)</p> <p>coordinating kicking with arm movements to move the body through the water using different types of strokes (AC9HP4M01_E4)</p> <p>performing tumbling routines using rolling actions, incline, weight transfer, flight and balances (AC9HP4M01_E5)</p>
		<p>apply and adapt movement concepts and strategies to enhance performance (AC9HP4M02)</p> <p>planning and performing strategies to be successful in a range of minor and small-sided games such as tag and dodge games, target games and net/court games (AC9HP4M02_E1)</p> <p>demonstrating how movement concepts and strategies can be adapted to create scoring opportunities in territorial games, target games, net/court games, and striking and fielding games (AC9HP4M02_E2)</p> <p>manipulating centre of gravity to enhance stability as they perform a range of balance activities and explaining how centre of gravity and base of support influence stability (AC9HP4M02_E3)</p> <p>evaluating the outcome of a game tactic that has been adapted to improve scoring options using set criteria (AC9HP4M02_E4)</p>

Understanding movement	combine elements of effort, space, time, objects and people in different movement situations (AC9HP4M03)	demonstrating acceleration, deceleration and changing direction of movement in minor games and rhythmic and expressive activities (AC9HP4M03_E1)
		discussing and demonstrating different levels, movement pathways, and use of space and flow in movement sequences (AC9HP4M03_E2)
		using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences (AC9HP4M03_E3)
		exploring different ways of manipulating space to receive passes, maintain possession or increase or decrease scoring opportunities in territorial, net/court, striking and fielding, and target games (AC9HP4M03_E4)
	propose and apply strategies to incorporate the recommended levels of physical activity into their lives (AC9HP4M04)	participating in a range of physical activities and investigating opportunities to incorporate these into lunchtime activities to encourage students to be active at lunchtimes (AC9HP4M04_E1)
		examining the benefits of regular physical activity, including the influence on sleep, concentration and wellbeing (AC9HP4M04_E2)
		exploring physical activity and screen-usage time recommendations in the Australian 24-Hour Movement Guidelines for Children and Young People and proposing how they can meet these recommendations (AC9HP4M04_E3)
		participating in physical activities in natural settings in the local area and reflecting on the enjoyable components of participation and how to encourage family and friends to participate (AC9HP4M05_E1)
Learning through movement	participate in physical activity in natural settings and outdoor spaces to examine factors that can influence their own and others' involvement (AC9HP4M05)	exploring First Nations Australian Peoples' connection to special places and how these places are linked to physical activities (AC9HP4M05_E2)
		participating in physical activities they can do at home and exploring how they can be more active at home using everyday items as equipment (AC9HP4M05_E3)
		comparing the characteristics and benefits of physical activities that can take place in an outdoor setting to those that take place inside (AC9HP4M05_E4)
		transferring and applying fundamental movement skills to solve movement challenges such as how to move the ball from one end of the field to the other, how to return the ball over the net into space, how to deceive an opponent (AC9HP4M06_E1)
	apply creative thinking in solving movement problems (AC9HP4M06)	drawing on prior knowledge from other physical activity experiences to solve movement challenges (AC9HP4M06_E2)
		developing questions and seeking and trialling answers with others as a strategy for solving movement challenges, such as partner or group balance challenges, game tactics to increase scoring chances, obstacle course challenges (AC9HP4M06_E3)

Australian Curriculum: Health and Physical Education (HPE) – All elements F–10.  
Consultation curriculum

	apply rules and scoring systems when participating in or designing physical activities (AC9HP4M07)	collaborating to decide rules for a new game (AC9HP4M07_E1)
		contributing to fair decision-making in physical activities by applying the rules appropriately (AC9HP4M07_E2)
		interpreting and applying rules fairly in physical activities where they are in the role of officiating (AC9HP4M07_E3)
		exploring rules and scoring systems used in traditional Indigenous games and comparing them to rules and systems used in other games they have played (AC9HP4M07_E4)
	perform a range of roles in a respectful way to achieve successful outcomes in movement settings (AC9HP4M08)	using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy (AC9HP4M08_E1)
		working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates (AC9HP4M08_E2)
		modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space (AC9HP4M08_E3)

## Year 5 and 6

### Band description

Year 5 and 6 students are becoming more independent and find themselves in situations that require them to take more responsibility for their own health, physical activity and personal safety. Students develop optimistic habits in the way they look at themselves, their world and their perception of what the future holds for them, and develop an understanding of the important role that self-talk plays in maintaining confidence and commitment to complete tasks. Most students will be experiencing the physical, emotional and social changes associated with puberty during these years, and the content supports learning about these changes and positive ways to manage these transitions. Students also learn about their own unique qualities and explore ways in which people define their own identities and value the diversity within their community. Students are becoming more conscious of external influences on their attitudes, beliefs and behaviours, and explore how their choices and behaviours influence their health and wellbeing.

Students in Year 5 and 6 have frequent opportunities to apply and transfer the movement skills and strategies they have learnt and refined previously into a range of new movement situations. Students explore ways that they as individuals can actively participate in a range of settings and contribute to building a healthier community. Students begin to explore more complex movement concepts and promote safe, equitable and fair participation for all. Students further develop and refine a range of communication and conflict resolution skills and processes, enabling them to interact appropriately and respectfully with others in a range of different movement and social situations.

### 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.

Strand / Sub-strand		Content description	Elaboration	
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)	<i>This may involve students:</i> explaining how other's personal qualities contribute to the way individuals see themselves (AC9HP6P01_E1) investigating how First Nations Australian Peoples identify within and across communities through connection to Country/Place, for example Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland (AC9HP6P01_E2) exploring how connection to people and places can impact on personal and cultural identities over time (AC9HP6P01_E3) exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names, social standing within community (AC9HP6P01_E4) investigating the impact that social norms around gender roles and stereotypes can have on identities (AC9HP6P01_E5) exploring how family, peers, popular culture and the media influence their developing identities (AC9HP6P01_E6)	
		investigate resources and strategies to manage changes and transitions, including changes associated with puberty (AC9HP6P02)	understanding that when and how individuals use resources and strategies to manage changes may differ (AC9HP6P02_E1) examining the range of products and resources available to manage the physical changes associated with puberty (AC9HP6P02_E2) understanding that rites of passage are associated with physical changes in many First Nations Australian communities (AC9HP6P02_E3) discussing ways families and cultural groups acknowledge and celebrate major stages of development in young people's lives (AC9HP6P02_E4) analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities (AC9HP6P02_E5)	
		Interacting with others	select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP6P03)	exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team (AC9HP6P03_E1) exploring and performing different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for all participants (AC9HP6P03_E2) exploring the steps of giving consent (asking, answering, listening and responding) and practising how to communicate their intentions effectively at each step (AC9HP6P03_E3)

		<p>proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships (AC9HP6P03_E4)</p> <p>recognising how words and labels used regarding First Nations Australian Peoples can cause offence and how this awareness can support and strengthen respectful relationships (AC9HP6P03_E5)</p> <p>discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination (AC9HP6P03_E6)</p>
	<p>reflect on how valuing diversity influences the wellbeing of individuals and communities (AC9HP6P04)</p>	<p>proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism (AC9HP6P04_E1)</p> <p>exploring initiatives sporting and community groups use to counter discrimination and racism and support the wellbeing of their communities (AC9HP6P04_E2)</p> <p>discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment (AC9HP6P04_E3)</p> <p>discussing how adaptations and modifications to physical activities can enable inclusivity for students with a range of abilities (AC9HP6P04_E4)</p> <p>exploring the importance of cultural expressions of First Nations Australian Peoples in maintaining a continuing deep connection to Country/Place and its influence on wellbeing (AC9HP6P04_E5)</p>
	<p>analyse the influence of emotional responses on behaviour and relationships, and propose strategies to manage own and others' emotions (AC9HP6P05)</p>	<p>exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations (AC9HP6P05_E1)</p> <p>analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations (AC9HP6P05_E2)</p> <p>analysing how a person's reaction to a situation can affect others' feelings and discussing options for dealing with situations when this may occur (AC9HP6P05_E3)</p> <p>exploring why emotional responses can be unpredictable and practising strategies to self-regulate and moderate emotional responses (AC9HP6P05_E4)</p>

Making healthy, safe and active choices	analyse protective behaviours and help-seeking strategies that can be used in a range of situations (AC9HP6P06)	researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy (AC9HP6P06_E1)
		examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed (AC9HP6P06_E2)
		discussing strategies for maintaining online safety when using tools and digital environments, including the options and processes for reporting negative or harmful behaviour (AC9HP6P06_E3)
		understanding the need to give or get consent when information, images or videos are being shared on their own or others' social media accounts (AC9HP6P06_E4)
		proposing strategies they can use to take action for others who they may witness in unsafe situations, such as accessing support networks, telling an adult they trust (AC9HP606_E5)
		analysing the responses of characters in TV shows or movies when in unsafe or risky situations and discussing the efficacy of their response to the situation (AC9HP6P06_E6)
	analyse health information and apply it to communicate their own and others' health needs (AC9HP6P07)	examining how family, friends, media and public identities influence the way people act and the choices they make (AC9HP6P07_E1)
		role-playing ways to communicate concerns about their health to a variety of support people (AC9HP6P07_E2)
		identifying trusted people in their lives with whom they can share their health needs and concerns (AC9HP6P07_E3)
		analysing nutritional information of different foods and developing strategies to communicate healthier choices to their family (AC9HP6P07_E4)
		examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable (AC9HP6P07_E5)
		exploring health campaigns targeting First Nations Australian youth and discussing the messages and strategies used to promote and enhance their health; for example, Deadly Choices, Don't Make Smokes Your Story, Yarn Safe (AC9HP6P07_E6)
	analyse the role of health-enhancing behaviours in promoting and maintaining health, safety and wellbeing for individuals, families and their communities (AC9HP6P08)	recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis (AC9HP6P08_E1)
		investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health (AC9HP6P08_E2)
		exploring how kinship and extended family structures in First Nations Australian communities support and enhance health, safety and wellbeing of their communities (AC9HP6P08_E3)

		<p>proposing changes they can make to their daily routines to increase physical activity levels and reduce sedentary behaviour (AC9HP6P08_E4)</p> <p>practising and refining assertive communication techniques that can be used in a range of situations where they may be asked to do something they don't want to do (AC9HP6P08_E5)</p> <p>proposing and implementing strategies to positively contribute to online environments, such as evaluating the impact of 'character' behaviour when gaming with peers (AC9HP6P08_E6)</p>
Movement and physical activity	Moving our body	<p>adapt and modify movement skills across a variety of situations (AC9HP6M01)</p> <p>applying stability and locomotor skills to dodge and feint in different movement situations (AC9HP6M01_E1)</p> <p>performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations (AC9HP6M01_E2)</p> <p>adapting kicking, striking and throwing skills to a variety of new games and activities (AC9HP6M01_E3)</p> <p>combining surface propulsion and underwater skills in an aquatic environment (AC9HP6M01_E4)</p> <p>composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting to change direction of movement (AC9HP6M01_E5)</p>
		<p>demonstrate how movement concepts and strategies can be transferred to different situations (AC9HP6M02)</p> <p>adapting and transferring defensive or offensive strategies that have been successful in one game to another similar game (AC9HP6M02_E1)</p> <p>examining and demonstrating how strategies used in one physical activity can be transferred to a new movement situation (AC9HP6M02_E2)</p> <p>transferring strategies they have used to maintain balance to safely traverse a natural environment (AC9HP6M02_E3)</p> <p>making judgements, based on agreed criteria, about the effectiveness of transferring strategies from one game to another (AC9HP6M02_E4)</p>
		<p>manipulate and modify elements of effort, space, time, objects and people in different movement situations (AC9HP6M03)</p> <p>demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control (AC9HP6M03_E1)</p> <p>creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time (AC9HP6M03_E2)</p> <p>working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counterbalances (AC9HP6M03_E3)</p> <p>developing strategies that exploit the playing space to create overlaps and extra attackers (AC9HP6M03_E4)</p>

Learning through movement	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)	creating and participating in an activity circuit they could replicate at home that is designed to improve health-related fitness (AC9HP6M04_E1)
		examining the benefits of physical activity to social health and mental wellbeing and researching options for participation in the local area (AC9HP6M04_E2)
		investigating the resources needed and steps required to set up a lunchtime sports competition, activity circuit or playground games aimed at increasing levels of physical activity (AC9HP6M04_E3)
		discussing how a connection to a community space or special place can influence the types of physical activity options people will choose to participate in, such as links to skate parks, surf beaches, bushwalking trails (AC9HP6M04_E4)
	participate in various physical activities designed to enhance health and wellbeing and investigate options to enhance personal participation (AC9HP6M05)	analysing how access to natural environments and the outdoors can influence participation in physical activities, and enhance health and wellbeing (AC9HP6M05_E1)
		learning traditional dances performed by First Nations Australian communities and recognising the role dance plays in the lives of these communities (AC9HP6M05_E2)
		researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of physical activity to the recommendations and proposing strategies for enhancing or maintaining their levels of activity (AC9HP6M05_E3)
		exploring ways in which people can connect with other members of their community through participating in physical activities (AC9HP6M05_E4)
	predict the effectiveness of different skills and strategies in unfamiliar movement situations (AC9HP6M06)	recognising that there may be a number of solutions to unfamiliar movement challenges and predicting which solution will be most appropriate or effective (AC9HP6M06_E1)
		adapting movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge (AC9HP6M06_E2)
		proposing alternative responses to movement challenges and predicting the effectiveness of each, then testing and refining solutions to achieve successful outcomes (AC9HP6M06_E3)
	devise and test alternative rules and modes of play to support increased participation (AC9HP6M07)	proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest (AC9HP6M07_E1)
		recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues (AC9HP6M07_E2)
		discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what factors led to the game being inclusive and fair (AC9HP6M07_E3)
	investigating the effectiveness of rules used in traditional Indigenous games to promote participation, such as Inkanyi: a cooperative running game from central Australia where there are no winners,	

		Barambah gimbe: a throwing and catching game from the lands of the Wakka Wakka where catchers can be nominated to increase participation (AC9HP6M07_E4)
	participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (AC9HP6M08)	exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants (AC9HP6M08_E1)
		demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations (AC9HP6M08_E2)
		using reflective listening and assertive communication when working in small groups on movement tasks or challenges (AC9HP6M08_E3)

## Year 7 and 8

### Band description

A major influence on Year 7 and 8 students is the world around them, and their peers become a key source of motivation and support when it comes to managing their health and wellbeing. In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. Through their participation, students develop the knowledge, understanding and skills to select, implement and maintain an appropriate physical activity routine that enhances their health and wellbeing. Providing opportunities for students to participate in a wide range of physical activities that are accessible in their local area, including contemporary activities (such as street or urban sports), outdoor recreational activities (such as bushwalking, lifesaving, rock climbing, orienteering) as well as more traditional activities, will support and encourage participation, enjoyment and an appreciation of the importance of leading an active lifestyle. Students learn to apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances and practise techniques that can be used to enhance their own and others' performances. Students are provided with opportunities to practise using creative and collaborative processes to work within a group or team to communicate effectively, solve problems, resolve conflicts and make decisions in movement and social contexts.

Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations and develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and abuse, and to act assertively to support their own rights and feelings and those of others. Students investigate a range of health issues relevant to young people to understand reasons for the choices people make about their health and wellbeing. They examine the range of personal, environmental and social factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills by developing their communication skills as well as their understanding of the sources of support available, in order to express their health concerns and feelings to others and provide support or seek early help when they or people around them need it.

### Achievement standard

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.

Strand / Sub-strand		Content description	Elaboration
Personal, social and community health	Identities and change	analyse and reflect on the impact of values and beliefs on the development of identities (AC9HP8P01)	<i>This may involve students:</i> examining how their own, their families' and their friends' values and beliefs influence the development of identities (AC9HP8P01_E1)
			analysing how naming of deceased protocols, such as kumanjayi, can have an impact on the identities of other members within First Nations Australian communities (AC9HP8P01_E2)
			examining how cultural values and beliefs can influence the way young people view themselves (AC9HP8P01_E3)
			analysing how the use of personal totems in First Nations Australian cultures can be based on personal qualities and contribute to identities (AC9HP8P01_E4)
			examining the impact of physical changes on gender, cultural and sexual identities (AC9HP8P01_E5)
	Interacting with others	analyse the impact of changes and transitions, and devise strategies to utilise resources to support themselves and others through these changes (AC9HP8P02)	investigating the changing nature of peer and family relationships and proposing strategies to manage these changes (AC9HP8P02_E1)
			accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older (AC9HP8P02_E2)
			examining how ceremonies of First Nations Australian Peoples involve sharing of cultural knowledge leading to a change in social standing and responsibilities in communities (AC9HP8P02_E3)
			examining the notion of 'border crossing'; that is, how First Nations Australian Peoples live across multiple cultures, and how these transitions can impact on a sense of belonging to culture, family and peer groups (AC9HP8P02_E4)
			evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older (AC9HP8P02_E5)
Interacting with others	examine the roles that respect, consent and empathy play in developing respectful relationships (AC9HP8P03)	analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family (AC9HP8P03_E1)	
		recognising the impact bullying and harassment can have on relationships, including online relationships (AC9HP8P03_E2)	
		exploring and refining skills and strategies needed to communicate assertively and engage in relationships in respectful ways (AC9HP8P03_E3)	
		examining the nature of consent in different types of relationships and proposing and practising strategies for giving and gaining consent respectfully (AC9HP8P03_E4)	

		<p>showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds (AC9HP8P03_E5)</p> <p>understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others, respectfully communicating needs or concerns to others (AC9HP8P03_E6)</p> <p>proposing strategies for addressing racism towards First Nations Australian Peoples, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination (AC9HP8P03_E7)</p>
	<p>investigate strategies that influence how communities value diversity and promote inclusion (AC9HP8P04)</p>	<p>investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing (AC9HP8P04_E1)</p> <p>examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves (AC9HP8P04_E2)</p> <p>developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities (AC9HP8P04_E3)</p> <p>researching how norms, stereotypes and prejudice are challenged in local, national and global contexts (AC9HP8P04_E4)</p> <p>discussing the need for valuing cultural diversity when developing respectful relationships with First Nations Australian Peoples (AC9HP8P04_E5)</p> <p>investigating events and strategies that aim to strengthen relationships between First Nations Australian People and non-First Nations Australians, such as Indigenous rounds in sporting codes and NAIDOC Week (AC9HP8P04_E6)</p>
	<p>analyse factors that influence emotions, and develop strategies to take account of own and others' feelings (AC9HP8P05)</p>	<p>investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others (AC9HP8P05_E1)</p> <p>exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations that take into account how they may affect others (AC9HP8P05_E2)</p> <p>recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring these responses don't have a negative impact on others (AC9HP8P05_E3)</p>

Making healthy, safe and active choices	evaluate protective behaviours and community resources they can use to seek help for themselves and others (AC9HP8P06)	exploring different strategies they could use or resources they could access to persuade someone to seek help when they are experiencing symptoms of anxiety or depression (AC9HP8P06_E1)
		examining scenarios to highlight how emotions, dispositions and decision-making can affect a person's willingness to seek help (AC9HP8P06_E2)
		collaborating with peers to suggest strategies they could use if they are being encouraged to use a substance such as alcohol, cannabis or inhalants (AC9HP8P06_E3)
		exploring strategies for dealing with relationships when there is an imbalance of power (including seeking help when wanting to end the relationship) (AC9HP8P06_E4)
		analysing how individuals play a role in ensuring online spaces are positive and safe and discussing the role of bystanders in supporting others who may be feeling unsafe, uncomfortable or abused in an online situation (AC9HP8P06_E5)
		exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation (AC9HP8P06_E6)
	investigate how media and people impact attitudes, beliefs, decisions and behaviours in relation to health and wellbeing (AC9HP8P07)	analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions (AC9HP8P07_E1)
		investigating how messages related to food are portrayed in the media and how this impacts decision-making in relation to health and wellbeing (AC9HP8P07_E2)
		exploring and evaluating the accessibility and reliability of health information sources from the media that target young people in relation to their health, wellbeing, relationships and other health issues (AC9HP8P07_E3)
		investigating the roles First Nations Australian sporting heroes play in communicating health messages to communities (AC9HP8P07_E4)
	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)	proposing and implementing actions and behaviours that promote safe participation in physical activities to improve their own and others' wellbeing (AC9HP8P08_E1)
		investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen (AC9HP8P08_E2)
	researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan (AC9HP8P08_E3)	
	investigating how First Nations Australians have developed complete diets that meet nutritional requirements and used and continue to use food for medicinal purposes (AC9HP8P08_E4)	

		<p>examining how different cultures value the contribution of the mind–body–spirit connection to health and wellbeing; for example, Dadirri – the Aboriginal meditative practice of deep listening developed and shared by First Nations People of the Daly River region (AC9HP8P08_E5)</p> <p>investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices (AC9HP8P08_E6)</p> <p>investigating tools and designing routines that help to regulate the use of digital environments and tools and ensure a healthy pattern of use, such as using ‘do not disturb’ mode or turning off notifications (AC9HP8P08_E7)</p>	
Movement and physical activity	Moving our body	<p>analyse, adapt and refine movement skills and approaches in a variety of movement situations (AC9HP8M01)</p>	<p>implementing feedback from a teacher to refine how they move within the playing or performance space (AC9HP8M01_E1)</p> <p>using feedback from teammates in a game to know when to travel, mark or intercept to achieve and retain possession (AC9HP8M01_E2)</p> <p>using feedback from a peer coach to adapt movement sequences to create, use and defend space in territorial, net/court, striking and fielding, and target games (AC9HP8M01_E3)</p> <p>using feedback from others to safely and efficiently travel around, over, up, under and through natural or built obstacles (AC9HP8M01_E4)</p> <p>using feedback from others to refine the composition of a group dance sequence (AC9HP8M01_E5)</p>
		<p>demonstrate how movement concepts and strategies can be manipulated to impact performance or movement outcomes (AC9HP8M02)</p>	<p>developing and implementing appropriate movement concepts and strategies for selected movement scenarios (AC9HP8M02_E1)</p> <p>selecting strategies that have been successful previously and applying the most appropriate ones when solving new movement challenges (AC9HP8M02_E2)</p> <p>exploring similarities between the bases of support and flow of movements when performing different movement sequences (AC9HP8M02_E3)</p> <p>predicting the effectiveness of changes in tactics or strategies on scoring opportunities and suggesting reasons for any unexpected results (AC9HP8M02_E4)</p>

Understanding movement	analyse and demonstrate how the elements of effort, space, time, objects and people can enhance movement (AC9HP8M03)	performing a range of movements and analysing technique based on understanding of effort in relation to take-off, body position and landing (AC9HP8M03_E1)	
		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 (AC9HP8M03_E2)	
		creating, performing and appraising movement sequences that demonstrate variations in flow and levels (AC9HP8M03_E3)	
		designing and refining movement concepts and strategies to manipulate space and their relationship to other players in this space (AC9HP8M03_E4)	
	design, apply and evaluate practices to increase physical activity levels to achieve health and wellbeing outcomes (AC9HP8M04)	designing and monitoring a personal physical activity plan that proposes realistic strategies for increasing physical activity levels and reducing sedentary behaviours (AC9HP8M04_E1)	
		investigating which physical activities people engage in to maintain emotional and social wellbeing and designing a program of activities aimed at increasing social connection and wellbeing (AC9HP8M04_E2)	
		investigating the role dance plays in the lives of First Nations Australian communities and the contribution it makes to personal and social wellbeing (AC9HP8M04_E3)	
		comparing their current physical activity levels, amount of sleep and sedentary activity time with Australia's 24-Hour Movement Guidelines for Children and Young People and suggesting strategies for themselves and others to meet these recommendations (AC9HP8M04_E4)	
		participate in a range of physical activity options to evaluate strategies to support increased use of community and outdoor settings and spaces (AC9HP8M05)	evaluating different strategies used to manage and protect environments where physical activities take place, such as bushwalking trails, surf beaches, skate parks, sporting fields (AC9HP8M05_E1)
			investigating different approaches to custodial responsibility for Country/Place used by First Nations Australian communities to support the use of local settings and spaces for physical activity while protecting the environment (AC9HP8M05_E2)
evaluate and justify choices of action in different movement situations (AC9HP8M06)	designing and evaluating physical activity options that reimagine the use of community spaces to encourage more active lifestyles among their peer group (AC9HP8M05_E3)		
	evaluating factors that enabled them to achieve success in movement activities and justifying how these factors can be transferred to other learning contexts (AC9HP8M06_E1)		
	explaining and justifying the movement concepts and strategies selected in response to movement challenges (AC9HP8M06_E2)		
investigate modifications to equipment, rules and scoring	demonstrating to others the approach taken to solve movement challenges (AC9HP8M06_E3)		
	modifying rules, equipment or scoring systems to allow all participants to enjoy success in physical activities (AC9HP8M07_E1)		

Australian Curriculum: Health and Physical Education (HPE) – All elements F–10.  
Consultation curriculum

	systems that support inclusive participation (AC9HP8M07)	applying and adapting scoring systems in activities to assess movement performances consistently and fairly (AC9HP8M07_E2)
		analysing the benefits and potential drawbacks of activities where players, rather than an independent official, are responsible for officiating the game (AC9HP8M07_E3)
		modifying rules, equipment and scoring systems from traditional Indigenous games to create new games that can be played by all students (AC9HP8M07_E4)
	practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities (AC9HP8M08)	adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes (AC9HP8M08_E1)
		applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group (AC9HP8M08_E2)
		reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes (AC9HP8M08_E3)
	undertaking various roles as a leader or collaborator to support the planning of physical activities for their team or peer group (AC9HP8M08_E4)	

## Year 9 and 10

### Band description

In Year 9 and 10, students develop a more refined understanding of how they can contribute to individual and community health and wellbeing. It is important for students in Year 9 and 10 to maintain a positive outlook on their world and to learn strategies to assist in taking control of their future. Students require opportunities to participate in physical activities in outdoor settings to value the importance of outdoor recreation as a way of enhancing their health and wellbeing throughout their lives. Students explore practical and creative actions that will promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing. Students further investigate techniques to assess the quality of movement performances and learn to be creative in the ways that they adapt and improvise their movements to respond to different movement situations, stimuli and challenges.

As students move through adolescence, their development moves from predominantly physical changes to focus more on the social changes that occur as they become more independent. Further development of students' capacity for positive self-talk, goal-setting, perseverance and optimistic thinking is important in these years. Students explore how societal attitudes and values can reinforce stereotypes and role expectations, and investigate how these can impact young people's sense of self and shape the choices they make in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation. Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal safety, body image and behaviours associated with substance use. As they do so, students develop understanding and skills such as early help-seeking strategies, assertive behaviours, conflict resolution and negotiation skills to appropriately respond to a range of situations where their own or others' wellbeing may be at risk. Students are provided with opportunities to explore the nature and benefits of meaningful relationships, and to develop skills to manage a range of relationships as they change over time. They are given opportunities to explore the nature of empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

### Achievement standard

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	Elaboration
Personal, social and community health	Identities and change	analyse factors that shape identities and evaluate how individuals impact the identities of others (AC9HP10P01)	<i>This may involve students:</i> evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences (AC9HP10P01_E1)
			analysing how labels attached by others to First Nations Australian Peoples (such as Indigenous, Aboriginal and Torres Strait Islanders, Stolen Generations) can impact on their identities (AC9HP10P01_E2)
			investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures (AC9HP10P01_E3)
			examining how societal norms, stereotypes and expectations influence perceptions of movement competence (AC9HP10P01_E4)
			analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing (AC9HP10P01_E5)
		devise, evaluate and adapt strategies for managing changes and transitions (AC9HP10P02)	practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans (AC9HP10P02_E1)
			assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions (AC9HP10P02_E2)
			analysing the changing roles and responsibilities for First Nations Australian People as their social standing changes within their communities (AC9HP10P02_E3)
			discussing the impact of border crossing on the development of identities for First Nations Australian Peoples (AC9HP10P02_E4)
			asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others (AC9HP10P02_E5)
Interacting with others	evaluate the influence of respect, empathy, power and consent on establishing and maintaining respectful relationships (AC9HP10P03)	investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships (AC9HP10P03_E1)	
		investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful (AC9HP10P03_E2)	
		exploring and refining a range of strategies to deal with challenging relationship situations such as communicating choices, negotiating consent, expressing opinions and initiating contingency plans (AC9HP10P03_E3)	

		exploring strategies in sexual relationships that enhance the safety of partners and contribute to positive experiences, such as negotiating consent, respecting people's choices, assertive communication and respecting individual's rights (AC9HP10P03_E4)	
		investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships (AC9HP10P03_E5)	
		investigating the legal requirements for their state and territory in relation to giving and gaining consent and how these laws relate to intimate relationships, online relationships and sharing of intimate images (sexting) (AC9HP10P03_E6)	
	propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination (AC9HP10P04)		analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing countermeasures to prevent these behaviours (AC9HP10P04_E1)
			investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility (AC9HP10P04_E2)
			critiquing media representations of diverse people and analysing what makes (or could make) the representations more realistic and inclusive (AC9HP10P04_E3)
			analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals and communities (AC9HP10P04_E4)
			exploring the stereotypes and norms that drive gender-based violence and proposing strategies to challenge these drivers in their school environment and broader community (AC9HP10P04_E5)
			designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination and publicly acknowledge the contributions First Nations Australians make to Australia's sporting and health fields (AC9HP10P04_E6)
	reflect on emotional responses in different situations to devise and refine strategies for regulating emotions (AC9HP10P05)		proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment (AC9HP10P05_E1)
			reflecting on the possible consequences of not recognising their own or others' emotions in a range of situations (AC9HP10P05_E2)
			evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships (AC9HP10P05_E3)

Making healthy, safe and active choices	plan, rehearse and evaluate options for managing situations where their own or others' health or safety may be at risk (AC9HP10P06)	critiquing the appropriateness and effectiveness of help and support services available for young people in the local community (AC9HP10P06_E1)
		proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of cannabis, psychostimulants, opiates or hallucinogens (AC9HP10P06_E2)
		planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR (AC9HP10P06_E3)
		investigating a range of behaviours to determine positive, safe, legal and ethical behaviour when using digital tools and environments and recognising what actions can be taken when behaviour becomes abusive (AC9HP10P06_E4)
		understanding the factors that make giving or gaining consent difficult (such as using alcohol and other drugs, and/or power and coercion in the relationship) (AC9HP10P06_E5)
		examining practices, policies and processes for ensuring safe blood practices in a range of situations, including not sharing needles, precautions when participating in physical activities, safe practices during sexual activity (AC9HP10P06_E6)
	evaluate and apply health information from a range of sources to inform health decisions and behaviours (AC9HP10P07)	critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made (AC9HP10P07_E1)
		analysing the nutritional composition of First Nations Australians' foods and explaining how the information could be used to increase health benefits for everyone (AC9HP10P07_E2)
		evaluating strategies and actions to increase personal safety and planning to promote these in the school and community (AC9HP10P07_E3)
		critiquing services that provide advice and support on health-related issues targeted at specific groups of young people (AC9HP10P07_E4)
		evaluating a range of health-focused information sources and determining potential bias and levels of reliability in order to make informed health decisions (AC9HP10P07_E5)
	plan, implement and critique strategies to enhance health, safety and wellbeing	investigating health issues specific to First Nations Australian communities and proposing proactive community and government-led strategies for promoting better access and health outcomes; for example, remote area dialysis buses, community-based treatment options (AC9HP10P07_E6)
		investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities (AC9HP10P08_E1)
		proposing, sharing and evaluating a presentation to parents on tips for serving and eating food that has been prepared sustainably (AC9HP10P08_E2)

		of their friends, families and communities (AC9HP10P08)	<p>exploring how a deep connection to Country/Place enhances health and wellbeing for First Nations Australian Peoples (AC9HP10P08_E3)</p> <p>Investigating how cultural rights of First Nations Australians includes maintaining traditional diets and explain how they have proven health and wellbeing benefits (AC9HP10P08_E4)</p> <p>examining social, cultural and economic factors that influence the health behaviours of people in their community (AC9HP10P08_E5)</p> <p>investigating the pharmacopeia and health practices of First Nations Australian communities while showing respect for Indigenous Cultural and Intellectual Property (ICIP), protocols and cultural knowledge (AC9HP10P08_E6)</p> <p>proposing constructive, healthy and manageable actions when using tools and digital environments to promote respect, inclusion and the wellbeing of others, such as researching what to do if they, or someone they know, is being targeted online (AC9HP10P08_E7)</p>
Movement and physical activity	Moving our bodies	analyse, adapt and refine movement skills and approaches in a range of challenging movement situations to enhance performance (AC9HP10M01)	using knowledge of results feedback to support another student in performing a skill with greater accuracy and control (AC9HP10M01_E1)
			using ICT to record their own and others' performance, and providing feedback on synchronicity and timing of movements in relation to other people, objects or external stimuli (AC9HP10M01_E2)
			adapting and responding to changes in equipment that increase the complexity of a movement task or performance (AC9HP10M01_E3)
			analysing their own and others' performances at a swimming, cross-country or athletics carnival and propose strategies for refining techniques to improve performance (AC9HP10M01_E4)
			providing constructive feedback on their own and others' group performance of a movement sequence (AC9HP10M01_E5)
		adapt and refine movement concepts and strategies to achieve successful outcomes across a range of challenging movement situations (AC9HP10M02)	reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances (AC9HP10M02_E1)
			performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity (AC9HP10M02_E2)
			adapting and refining the use of elements of movement to enhance movement sequences at different levels using different types of equipment (AC9HP10M02_E3)
			evaluating the effectiveness of a range of strategies in game situations using a personally developed set of criteria and suggesting how to adapt to improve performance (AC9HP10M02_E4)

	Understanding movement	evaluate the impact manipulating effort, space, time, objects and people has on a range of different movement performances (AC9HP10M03)	<p>experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths, such as topspin forehands, outswing bowling (AC9HP10M03_E1)</p> <p>analysing a range of ways the body can absorb force and evaluating which techniques are most effective in preventing potential injury across a range of game situations (AC9HP10M03_E2)</p> <p>creating and evaluating a group performance that demonstrates synchronous and individual movements (AC9HP10M03_E3)</p> <p>analysing and describing how individual or team performance has improved through modifications to effort, space and time (AC9HP10M03_E4)</p>
		design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity levels to achieve health and wellbeing (AC9HP10M04)	<p>using ICT to design, implement and monitor a personal fitness plan that includes a timeframe, goals and a variety of specific activities that meet the needs of different people (AC9HP10M04_E1)</p> <p>justifying the selection of physical activities included in a personalised plan linked to physical activity goals and wellbeing outcomes they wish to improve or maintain (AC9HP10M04_E2)</p> <p>investigating target training heart-rate zones for a range of different people, how these zones can be measured and how they relate to health, wellbeing and fitness levels (AC9HP10M04_E3)</p>
		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)	<p>creating and evaluating proposals to promote the use of natural settings within the local community for physical activity (AC9HP10M05_E1)</p> <p>designing and critiquing a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community (AC9HP10M05_E2)</p> <p>investigating community-based campaigns to promote physical activity participation and determining key elements of success that could be replicated in a school-based campaign (AC9HP10M05_E3)</p>
		transfer and adapt skills and strategies from previous experience to create solutions in unfamiliar movement situations (AC9HP10M06)	<p>drawing parallels between successful movement strategies in one sporting situation and how similar strategies could be used effectively in a different sport (AC9HP10M06_E1)</p> <p>speculating on possible outcomes of innovative solutions to movement challenges based on past experiences (AC9HP10M06_E2)</p> <p>reflecting on successful movement solutions and proposing how they can be transferred to new movement challenges (AC9HP10M06_E3)</p>
	Learning through movement	reflect on how fair play and ethical behaviour can	analysing how equitable participation in group activities can influence outcomes in physical activity (AC9HP10M07_E1)

	influence physical activity outcomes for individuals and groups (AC9HP10M07)	investigating the impact of performance-enhancing drugs on individuals and sporting codes (AC9HP10M07_E2)
		discussing the role in promoting fairness and ethical behaviour in sport of organisations such as the Australian Sports Anti-Doping Authority, sporting tribunals, Australian Human Rights Commission and the Court of Arbitration for Sport (AC9HP10M07_E3)
		analysing how First Nations Australian athletes have been treated in different sports and evaluating the impact that may have on the participation of young First Nations people in sport and physical activity (AC9HP10M07_E4)
	devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (AC9HP10M08)	evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all (AC9HP10M08_E1)
		analysing the use of self-talk and encouragement to motivate themselves and team members to continue to participate, persist when things get challenging and improve performance (AC9HP10M08_E2)
		creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles (AC9HP10M08_E3)
		identifying and critiquing leadership styles and group dynamics through collaboratively solving initiative games (AC9HP10M08_E4)