

## WHAT HAS CHANGED AND WHY?

### Proposed revisions to the Foundation – Year 10 Australian Curriculum: Health and Physical Education

#### Overview

This document summarises the proposed revisions to the F–10 Australian Curriculum: Health and Physical Education presented in the consultation version and provides an explanation for the changes.

The proposed revisions make clear the essential Health and Physical Education knowledge, understanding and skills students need to be confident and creative individuals, successful lifelong learners and active, informed members of the community. These revisions also ensure our curriculum remains world class.

The current F–10 Australian Curriculum: Health and Physical Education was first published in 2014. Traditionally, Health and Physical Education is the learning area responsible for addressing many of the social issues that arise in broader society. Since publication, there has been a considerable focus on the role of schools in addressing issues including respectful relationships, consent education, diet quality and physical activity participation levels. The revisions proposed have addressed these issues and strengthened the content and guidance for teachers about how to deliver learning about these areas of the curriculum. The refinements have been informed by key experts in the areas, who have provided support to translate the evidence base into curriculum content.

The Review has also drawn upon the research on the development of Health and Physical Education curriculum internationally. The curricula of Wales, Scotland and British Columbia, Canada, have been reviewed as part of the process as they are the most recently developed curricula in this learning area. The Health and Physical Education curriculum compares very well with these, but given the dynamic nature of the health and movement fields, there is a need to update the curriculum to ensure students continue to have an opportunity to develop contemporary knowledge, understanding and skills. As a result, the revisions aim to update content and ensure coverage of what is essential for all students to learn now.

The content descriptions and the achievement standards in the consultation version now have greater cognitive alignment, and duplication has been removed. Many of the content descriptions have been refined to remove ambiguity and give better guidance to teachers about what to teach. In some areas, content has been rewritten to address new evidence and messaging, particularly in relation to skills and understandings to support physical activity participation and messaging around diet quality in the food and nutrition focus area.

In some areas, content has been removed to omit duplication with content included in The Arts, Dance curriculum, and HASS, Geography curriculum. The sequence in which content is presented has been realigned to ensure the curriculum specifies the essential health and movement content that students should learn.

Achievement standards are now presented in a single paragraph – this removes the artificial separation of understandings from skills, which was identified as being problematic in the current curriculum. The content elaborations have also been reviewed and refined to ensure they provide authentic examples for teachers, which identify opportunities to develop general capabilities such as Personal and Social capability, Ethical Understanding, Literacy and Critical and Creative Thinking. New content elaborations have also been written to support the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures.

Guidance and content related to the teaching of respectful relationships, sexuality and consent education have been strengthened in consultation with experts and academics working in the area. In the Foundation to Year 6 curriculum, additional elaborations have been written to illustrate authentic opportunities to teach about consent, boundary setting, body rights and autonomy, protective behaviours and help seeking strategies. In Years 7–10, guidance for teachers has been strengthened in the focus area description for relationships and sexuality, and band level descriptions. Achievement standards and content descriptions have been refined to include reference to consent within the respectful relationships and valuing diversity content. Additional elaborations have been included to provide illustrations of how this content can be delivered to students.

The consultation version of the F–10 Australian Curriculum: Health and Physical Education does not include:

- the glossary, student work samples and other support resources – these materials will be revised once the consultation process has been completed
- ‘tagging’ to show where general capabilities and cross-curriculum priorities are incorporated in the content descriptions and elaborations – these connections will be made explicit when the updated curriculum is published on the website.

The terms of reference for the Australian Curriculum Review also directed ACARA to improve the digital presentation of the Australian Curriculum in line with agreed revisions and teachers’ user experience. In parallel with the content review process, ACARA is undertaking a redesign to improve the functionality of the current [Australian Curriculum website](#). The aim is for the updated version of the F–10 Australian Curriculum to be available on a new Australian Curriculum website for the start of 2022. The current Australian Curriculum website will also remain live to support jurisdictions and teachers to plan for transition to the updated curriculum.

## Proposed revisions to the introductory sections of the F–10 Australian Curriculum: Health and Physical Education

	Nature of the revision	Rationale for the revision
<b>Rationale</b>	Minor refinements made to the rationale.	The current rationale has been updated to reflect the latest evidence in health and movement fields.
<b>Aims</b>	Minor editorial changes.	The edits align with minor revisions to the content.
<b>Organisation of the learning area</b>	This section still describes how the curriculum is structured. It now also includes an overview of the learning area core concepts – those big ideas, understandings, skills or processes, central to the Health and Physical Education curriculum.	The terms of reference for the Review required ACARA to refine and reduce content by identifying core concepts. In the review process, core concepts helped identify the essential content students should learn to develop deep and increasingly sophisticated understanding and skills in Health and Physical Education. While the prime purpose of the core concepts in the Review was to help make decisions about essential content, feedback from the Teacher Reference Group indicated that teachers may find this information useful.
	The sub-strands in the <i>personal, social and community health</i> strand have been revised.	The sub-strands in the <i>personal, social and community health</i> strand have been revised to more closely reflect the core concepts and essential content identified in this strand.
	The focus area descriptions have been refined	The majority of focus area descriptions have had minor editorial changes to align with the latest evidence in the area. The description for <i>relationships and sexuality</i> has had more significant changes to strengthen the guidance on the teaching of consent education, respectful relationships and sexuality within the learning area.
<b>Key connections</b>	This is a new section in the introduction. It replaces the learning area-specific information sheets on general capabilities and the learning area-specific advice for the cross-curriculum priorities, currently published separately from the Health and Physical Education curriculum.	This new section makes transparent the connections across the three dimensions of the Australian Curriculum. It provides teachers with clear information to the key relationships of Health and Physical Education, and the general capabilities and cross-curriculum priorities, specifically highlighting those that have the most authentic fit and provide meaningful learning through the learning area content. It also highlights the important opportunities to connect Health and Physical Education with

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	This section also outlines key connections to other learning areas.	other learning areas' content, which is particularly useful for primary teachers.
<b>Key considerations</b>	<p>This section contains the learning area propositions, which exist under the 'key ideas' section in the current introduction to the curriculum.</p> <p>Additional sections have been added that address:</p> <ul style="list-style-type: none"> <li>meeting the needs of diverse learners</li> <li>the importance of a healthy school environment.</li> </ul>	<p>This section has been retitled to more accurately reflect that the information contained in the section is about the key aspects teachers should consider when planning for and teaching the curriculum.</p> <p>Additional information about the importance of a healthy school environment has been included. This provides greater guidance to teachers about how to partner with parents, community and external organisations to support the delivery of topics within the Health and Physical Education curriculum, such as alcohol and other drug use, mental health, and respectful relationships and consent education.</p>

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## Proposed revisions to the curriculum content of the F–10 Australian Curriculum: Health and Physical Education

	Nature of the revision	Rationale for the revision
<b>Band level descriptions</b>	Minor revisions and refinements to the current descriptions have been made.	The band level descriptions have been improved to ensure they provide teachers with a clear overview of the learning that students should experience at each band and how this learning relates to the developmental stages of a student.
<b>Achievement standards</b>	The achievement standards have been revised to improve their quality and alignment to the content descriptions.	The revised achievement standards have better cognitive alignment with the essential content described in the content descriptions. They also have been improved in their consistency and clarity of language. The achievement standards clearly describe the expected quality of learning students should typically be able to demonstrate by the end of each band.
	All achievement standards have been written as one paragraph instead of the current presentation as two paragraphs.	Achievement standards have been written as one paragraph to highlight the relationships between the understanding and skills of the learning area and the potential connections between the <i>personal, social and community health</i> strand and the <i>movement and physical activity</i> strand. This has resulted in less repetition within the achievement standards.  With the improved functionality of the new website, content descriptions will be linked to specific statements within the achievement standard.
<b>Content descriptions</b>	<p>Many of the content descriptions have been revised, refined and realigned to ensure they specify the essential content that students should learn in Health and Physical Education and to give greater clarity to teachers about what to teach.</p> <p>Some content has been removed, added and de-emphasised, while other content has been given more emphasis. In some instances, the sequence in which content is presented has been realigned.</p> <p>The cognitive alignment between the achievement</p>	<p>The revised content descriptions clearly specify the essential knowledge, understanding and skills in each band.</p> <p>They have been improved to:</p> <ul style="list-style-type: none"> <li>remove ambiguity and ensure the meaning is clear to teachers</li> <li>remove unnecessary duplication</li> <li>ensure consistency and clarity of language</li> <li>better align the cognitive demand described in the content descriptions to that in the achievement standards.</li> </ul> <p>Several content descriptions have been revised to provide greater clarity for teachers on how to address consent education more explicitly in their teaching.</p>

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	Nature of the revision	Rationale for the revision
	standards and the content descriptions has been improved.	<i>Details of the specific content changes are presented separately in Table 1.</i>
<b>Content elaborations</b>	Content elaborations have been revised or deleted. New elaborations that align with revised content descriptions have been developed.	The revised content elaborations provide teachers with improved suggestions and illustrations of ways to teach the content descriptions. They illustrate the content descriptions with diverse relevant examples, clearly unpacking the content description. They target the learning area focus areas, general capabilities and cross-curriculum priorities that provide the most appropriate and authentic opportunities to enrich the content of Health and Physical Education.

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**Table1: Details of proposed content revisions to the F–10 Australian Curriculum: Health and Physical Education**

Nature of the content revision	Rationale for the revision
<b>Content removed or reduced</b>	
<p>Foundation</p> <p>Reduction in the <i>personal, social and community health</i> strand from seven content descriptions to three.</p> <p>Reduction in the <i>movement and physical activity</i> strand from seven content descriptions to three.</p>	<p>This has reduced the content to be covered in Foundation year, at the same time ensuring the focus remains on what is identified as the essential learning for early years students in the <i>Shape of the Australian Curriculum (v5, 2020)</i>. The six revised content descriptions now focus on the development of movement skills, participation in physical activity, and the development of personal and social skills, and safe and healthy personal practices. They also build on the learning contained in the <i>Early Years Learning Framework</i>.</p>
<p>Years 1 and 2</p> <p>Reduction in the <i>personal, social and community health</i> strand from 10 content descriptions to five.</p> <p>Reduction in the <i>movement and physical activity</i> strand from seven content descriptions to four.</p>	<p>The content descriptions in Years 1 and 2 have been reduced and refined to build on the Foundation content.</p> <p>The five revised content descriptions in the <i>personal, social and community health</i> strand now focus on developing identities, respectful relationships, protective behaviours and help-seeking, emotional regulation and health literacy, which have been identified as essential learning for this band level.</p> <p>In the <i>movement and physical activity</i> strand, the content focuses on factors influencing physical activity involvement, application of movement skills, movement exploration and collaboration skills.</p> <p>The revised content descriptions focus on essential learning for this band of learning and provide a level of flexibility for teachers to personalise the focus of learning for their local context and students. The skills and understandings developed through the teaching of this content provide the platform for more specialised learning expected in later years.</p>
<p>Foundation – Year 2</p> <p>Content in the current <i>elements of movement</i> content thread under the <i>understanding movement</i> sub-strand has been removed.</p>	<p>This content duplicated learning that exists within The Arts, Dance curriculum. Content related to manipulating objects and space as elements of movement in contexts other than dance is still addressed through the remaining content descriptions.</p>
<p>Years 3–10</p> <p>Content in the current <i>cultural significance of physical activity</i> thread under the <i>understanding movement</i> sub-strand has been removed.</p>	<p>Having this learning represented as content descriptions created the perception that a more significant amount of time was required to address the content than it was intended. This learning is now addressed in the revised content in the <i>learning through movement</i> sub-strand.</p>

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Nature of the content revision	Rationale for the revision
<p>Years 1–10</p> <p>Content in the current <i>making healthy and safe choices</i> thread under the <i>being healthy, safe and active</i> sub-strand has been removed.</p>	<p>This content duplicated content also covered in the <i>community health promotion</i> content thread. This content has now been combined under a new sub-strand <i>healthy, safe and active choices</i> that focuses on actions and strategies to promote health, safety, wellbeing and physical activity.</p>
<b>Content revised or refined</b>	
<p>F–10</p> <p>Content in the current <i>identities</i> thread under the <i>being healthy, safe and active</i> sub-strand has been revised.</p>	<p>Content has had minor refinements to create greater clarity for teachers about what they need to teach and to support the development of aspects of Personal and Social capability.</p>
<p>Years 3–10</p> <p>Content in the current <i>changes and transitions</i> thread under the <i>being healthy, safe and active</i> sub-strand has been revised.</p>	<p>Content has been refined to focus on students' applying strategies to real-life situations and to more closely align with the cognitive demand across other learning areas, as well as the Critical and Creative Thinking general capability.</p>
<p>Years 1–10</p> <p>Content in the current <i>help-seeking</i> thread under the <i>being healthy, safe and active</i> sub-strand has been revised.</p>	<p>Content has been refined to strengthen the content around protective behaviours and help-seeking strategies in line with the evidence base relating to child safety and consent education.</p>
<p>F–6</p> <p>Content in the current <i>interacting with others</i> thread under the <i>communicating and interacting for health and wellbeing</i> sub-strand has been revised.</p>	<p>Content has been refined to include expectations of students applying personal and social skills rather than just learning about them.</p>
<p>Years 7–10</p> <p>Content in the current <i>interacting with others</i> thread under the <i>communicating and interacting for health and wellbeing</i> sub-strand has been refined to include a focus on consent.</p>	<p>Content descriptions have been refined to emphasise the essential learning around respect, empathy, power and consent and their influence on respectful relationships. These revisions have been informed by key experts working in the respectful relationships education field and reflect essential age-appropriate learning for students in these years.</p>

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<p>Years 1–10</p> <p>Content in the current <i>understanding emotions</i> thread under the <i>communicating and interacting for health and wellbeing</i> sub-strand has been revised.</p>	<p>Content has had minor refinements to create greater clarity for teachers about what they need to teach, and to support the development of aspects of Personal and Social capability.</p>
<p>Years 3–10</p> <p>Content in the current <i>health literacy</i> thread under the <i>communicating and interacting for health and wellbeing</i> sub-strand has been revised.</p>	<p>Content has had minor refinements to create greater clarity for teachers about what they need to teach and to support the development of key aspects of Literacy, and Critical and Creative Thinking.</p>
<p>F–10</p> <p>Content in the current <i>community health promotion</i> thread under the <i>contributing to healthy and active communities</i> sub-strand has been revised.</p>	<p>Content has been refined to focus more on application of skills and strategies, and to more closely align with the cognitive demand across other learning areas and the Critical and Creative Thinking general capability. The content has also been refined to focus not just on the health of communities, but also on actions that can enhance personal and family health.</p>
<p>Years 3–8</p> <p>Content in the current <i>valuing diversity</i> thread under the <i>contributing to healthy and active communities</i> sub-strand has been refined.</p>	<p>Content has been refined to strengthen the focus on valuing diversity and build personal and social skills to propose and implement strategies at the individual, school and community level.</p>
<p>Year 9 and 10</p> <p>Content in the current <i>valuing diversity</i> thread under the <i>contributing to healthy and active communities</i> sub-strand has been revised.</p>	<p>The Year 9 and 10 content description has been changed to align with the evidence base in relation to respectful relationships and prevention of gender-based violence. The focus of this content is now on the impact of norms and stereotypes of behaviour that is disrespectful, discriminatory and/or violent. The content now supports students to develop skills to safely challenge this behaviour as bystanders.</p>
<p>F–10</p> <p>Content under the current <i>refining movement skills</i> thread under the <i>moving our body</i> sub-strand has been refined.</p>	<p>This content has had minor refinements to emphasise the importance of learning to modify and adapt skills to changing situations. These modifications will provide greater clarity to teachers about what needs to be taught.</p>

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<p>Years 3–10</p> <p>Content under the current <i>developing movement concepts and strategies</i> thread under the <i>moving our body</i> sub-strand has been refined.</p>	<p>This content has had minor refinements to emphasise the importance of learning to adapt and transfer movement concepts and strategies to changing situations and different movement contexts. These modifications provide greater clarity to teachers about what needs to be taught.</p>
<p>Years 3–10</p> <p>Minor changes to content in the current <i>fitness and physical activity</i> thread under the <i>understanding movement</i> sub-strand.</p>	<p>This content has had minor refinements to emphasise the importance of teaching this content to students while they are participating in a range of physical activities.</p>
<p>Years 1–10</p> <p>Minor changes to content in the current <i>teamwork and leadership</i> thread under the <i>learning through movement</i> sub-strand.</p>	<p>This content has had minor refinements to emphasise the importance of teaching this content to students while they are participating in a range of physical activities.</p>
<p>F–10</p> <p>Content in the current <i>critical and creative thinking</i> thread under the <i>learning through movement</i> sub-strand has been refined.</p>	<p>This content has been refined to focus on the application of skills and strategies to movement situations and to more closely align with the cognitive demand in the Critical and Creative Thinking general capability.</p>
<p>Years 3–10</p> <p>Minor changes to content in the current <i>ethical behaviour in movement settings</i> thread under the <i>learning through movement</i> sub-strand.</p>	<p>This content has had minor refinements to develop aspects of the Ethical Understanding general capability and to emphasise the importance of teaching this content to students while they are participating in a range of physical activities.</p>
<p>Years 3–10</p> <p>Content in the current <i>connecting to the environment</i> thread under the <i>contributing to healthy and active communities</i> sub-strand has been revised.</p>	<p>The focus on strategies and interventions to promote connection through natural and built environments has been de-emphasised as it duplicates content addressed in Humanities and Social Studies, Geography, in Year 7, Place and liveability, and in Year 9, Geographies and interconnections.</p> <p>These content descriptions now focus more on the broader health and wellbeing benefits of being physically active, including activities in natural and outdoor settings, which is identified as essential learning to support students to increase their physical activity levels.</p>

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Content resequenced	
<p>F–10</p> <p>The content descriptions across both strands have been reordered to align more closely with the sub-strands.</p>	<p>The content descriptions in the personal, social and community health strand have been reordered to better align to the new sub-strands.</p> <p>The revised content descriptions for the movement and physical activity strand have been resequenced to ensure they align with the existing sub-strands.</p>