



Western Australian Curriculum

Health and Physical Education

Year level descriptions | Pre-primary–Year 10

For implementation in 2025

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Overview

Year level descriptions provide an overview of the content being studied at that year level. The year level descriptions include reference to the phases of schooling to provide guidance about the different learning experiences that children and students are likely to engage with.

Pre-primary

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Health and Physical Education provides opportunities for the social and emotional development of children so that they build strong relationships, can work with others and develop a positive sense of self.

In Pre-primary, children focus on becoming aware of their strengths and the actions they can take to keep safe and healthy in their community. Opportunities are provided for children to better understand their own feelings and explore the ways they can communicate their feelings to others. They are provided with learning opportunities to develop personal and social skills necessary to build strong relationships, work with others and develop a positive sense of self.

Children are encouraged to explore safe and active play in a variety of physical activities to keep them healthy and well. They focus on the introduction and development of fundamental movement skills across a range of settings to improve their competence and confidence in their movement abilities. Children are provided with opportunities to cooperate with others and follow rules in games and physical activities.

Year 1

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.

Health and Physical Education provides opportunities for the enhancement of children’s social and emotional development, so that they build strong relationships, can work with others and develop a positive sense of self.

In Year 1, children explore personal qualities and factors that contribute to and influence identities. They understand the importance of assertive behaviour to ensure they build strong relationships and that interactions with others are respectful and safe. Children learn about physical changes to the body as they grow older. They are provided with opportunities to explore health messages in the media and how they are communicated.

Children are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They learn about changes to the body when exercising, and work cooperatively to learn new skills and solve movement challenges through minor games and physical activities.

Year 2

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.

Health and Physical Education provides opportunities for the enhancement of the social and emotional development of children so that they build strong relationships, can work with others and develop a positive sense of self.

In Year 2, children explore personal qualities and factors that contribute to and influence identities. They understand the importance of communication skills and how these can be used when responding to unsafe situations. Children focus on how their social interactions, sense of self and relationships change over time, and explore a variety of strategies and behaviours to keep safe and healthy. They further develop social skills, becoming aware of the feelings of others in different situations and demonstrating positive ways to respond to others. Opportunities are provided to further explore health messages in the media and the ways they influence a healthy, active lifestyle.

Children are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They learn about how the body responds to physical activity and the changes that occur during exercise. Children are provided with opportunities to work collaboratively and develop skills to make positive choices and play fairly with others in physical activity challenges.

Year 3

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 3, students develop strategies for managing the physical, emotional and social changes they may experience as they grow older. They continue to develop relationship skills and their understanding of the importance of showing empathy and respect for others outside their classroom. Students interpret the accuracy of health information communicated in the media and online environments and make responsible choices and decisions.

Students are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They 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.

Year 4

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 4, students learn about specific strategies, including decision-making, to promote personal, social and emotional health and wellbeing. As they continue to build relationships, they develop an understanding of the importance of collaboration, valuing differences, respect and empathy. Students develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. They investigate strategies for seeking, giving or denying permission in a range of situations.

Students focus on developing greater proficiency of movement across a range of fundamental movement skills and apply these with confidence and competence to a variety of physical activities. They continue to combine skills to create movement patterns and apply strategies to solve movement challenges. They broaden their knowledge of the benefits of regular physical activity in relation to health and wellbeing. Students are taught to include others in all activities and how to recognise the consequences of personal and team actions, responding appropriately to ensure fair participation for all.

Year 5

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 5, students learn about behaviours they can implement in uncomfortable and/or unsafe situations, including online interactions. Students learn about ways they can make decisions and take action to promote safe and healthy lifestyle practices in a range of contexts. They focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.

Students develop and refine greater proficiency across a range of movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals. Students examine the different roles and responsibilities associated with physical activity participation and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.

Year 6

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 6, students focus on skills aimed at establishing and managing positive relationships, such as cooperation and active listening. They are provided with opportunities to develop skills in accessing credible information and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts. Students develop interpersonal skills that support them to adopt different roles and responsibilities and learn to deal with conflicts and disagreements.

Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students during this time is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 7, students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.

Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 9, students take into consideration the influence of external factors on their ability to make safe and informed choices, which may impact their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on skills that promote positive interactions and resolving conflict. Students examine effective strategies that may be implemented in situations where the giving or denying of consent is required.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of movement skills. They explore ways to evaluate performances, through analysis of skills and movement, and measure a number of the body's responses to physical activities. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 10, students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships.

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills, such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.