



Western Australian Curriculum

Health and Physical Education

Scope and sequence | Pre-primary–Year 2

Revised curriculum | For familiarisation in 2024

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

The current Western Australian Curriculum: Health and Physical Education was adopted and adapted from the Australian Curriculum Version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum during 2021–2022. Teachers then advised a preference for the existing Western Australian curriculum, especially the inclusion of examples.

The revised Western Australian Curriculum: Health and Physical Education has been adapted from the Australian Curriculum version 9.

Guide to reading this document

A separate Scope and sequence document has been developed to show the revised content across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

This Scope and sequence shows the revised content for the phase of learning: Pre-primary–Year 2.

Health and Physical Education: Attitudes and values

Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Western Australian Curriculum: Health and Physical Education provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Strand: Personal, social and community health

Sub-strand: Personal identity and change

Pre-primary	Year 1	Year 2
<p>Personal strengths and qualities of individuals and a sense of belonging to groups and communities</p> <p>For example:</p> <ul style="list-style-type: none"> the right to belong and contribute to a variety of groups ways to use their strengths to help themselves and others be successful recognise and value personal culture and place 	<p>Personal strengths and qualities and how they change over time</p> <p>For example:</p> <ul style="list-style-type: none"> valuing self and others, and what strengths and qualities they may have acknowledging personal change and growth over time 	<p>Personal strengths, qualities and achievements, and how they contribute to developing identities</p> <p>For example:</p> <ul style="list-style-type: none"> personal qualities, such as perseverance and resilience personal achievements and relevant feelings how culture and place develops personal identity
<p>Body parts, visible and private, and where they are located</p> <p>For example:</p> <ul style="list-style-type: none"> identifying which body parts are private 	<p>Changes to the body, visible and private, as individuals grow older</p> <p>For example:</p> <ul style="list-style-type: none"> how the body changes in an age-appropriate way 	<p>The body's reactions to emotions, and strategies to help manage these reactions</p> <p>For example:</p> <ul style="list-style-type: none"> early warning signs, such as butterflies in the stomach and a racing heart taking deep breaths walking away closing your eyes

Sub-strand: Staying safe

Pre-primary	Year 1	Year 2
<p>Protective behaviours and help-seeking strategies to keep safe</p> <p>For example:</p> <ul style="list-style-type: none"> identifying early warning signs understanding secrets versus surprises, including safe and unsafe secrets moving away understanding body autonomy asking an adult or trusted person for help <p>Trusted people in the community who can help individuals feel safe</p>	<p>Protective behaviours and help-seeking strategies to keep safe</p> <p>For example:</p> <ul style="list-style-type: none"> identifying the body's reaction to a range of safe and unsafe situations identifying and comparing different emotional responses identifying a personal safety network 	<p>Protective behaviours and communication skills to respond to unsafe situations</p> <p>For example:</p> <ul style="list-style-type: none"> seeking help to ensure the safety of self and others identifying and practising strategies to use when requiring assistance
<p>Actions that promote safety in a range of situations</p> <p>For example:</p> <ul style="list-style-type: none"> rehearsing help-seeking strategies that contribute to keeping self and others safe following safety symbols and procedures at home, in water and road environments identifying household substances that can be dangerous and explaining what symbols are used to identify the danger 	<p>Strategies to use when help is needed</p> <p>For example:</p> <ul style="list-style-type: none"> dialling 000 in an emergency and providing relevant information reading basic road and safety signs identifying a trusted network in the local community asking a trusted adult for help or support 	<p>Strategies to use when help is needed</p> <p>For example:</p> <ul style="list-style-type: none"> knowing and practising the procedure for dialling 000 in an emergency, such as responding to an allergic reaction identifying and accessing trusted networks in the local community
<p>Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space</p>	<p>Strategies to use when needing to seek, give or deny permission are practised</p> <p>For example:</p> <ul style="list-style-type: none"> saying 'yes' and 'no' in an assertive 	<p>Strategies to use when needing to seek, give or deny permission are practised</p> <p>For example:</p> <ul style="list-style-type: none"> saying 'no' to inappropriate touching

Pre-primary	Year 1	Year 2
<p>For example:</p> <ul style="list-style-type: none"> practising and refining how to ask for permission negotiating roles and demonstrating awareness of rights, such as body autonomy/integrity, and respect for different perspectives through imaginative and shared play experiences sharing or negotiating in play and respecting someone's right to say 'no' 	<p>manner, and using non-verbal body cues and gestures</p> <ul style="list-style-type: none"> interacting with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality 	

Sub-strand: Healthy and active communities

Pre-primary	Year 1	Year 2
<p>Actions that promote health and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> identifying symbols on food packages that indicate healthier choices practising appropriate personal hygiene routines 	<p>Benefits of healthy eating and regular physical activity on health and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> building healthy bones and muscles maintaining a healthy body 	<p>Strategies and behaviours that promote health and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> personal hygiene practices positive nutrition choices sufficient sleep hydration regular physical activity
No content	Ways health messages are communicated in the media	Ways health messages are communicated in the media and how they can influence personal health choices
No content	<p>Actions that support a safe and inclusive environment</p> <p>For example:</p> <ul style="list-style-type: none"> moving around safely sharing appropriately 	<p>Actions that keep people safe and healthy</p> <p>For example:</p> <ul style="list-style-type: none"> respecting body autonomy being sun smart

Pre-primary	Year 1	Year 2
	<ul style="list-style-type: none"> • following rules • being respectful to others 	<ul style="list-style-type: none"> • following school rules • wearing helmets and seatbelts

Sub-strand: Interacting with others

Pre-primary	Year 1	Year 2
<p>Personal and social skills to interact respectfully with others</p> <p>For example:</p> <ul style="list-style-type: none"> • use self-regulation when expressing needs, wants and feelings • identify different types of communication, verbal and non-verbal • active listening • identify behaviours that may be disrespectful 	<p>Skills and strategies to develop respectful relationships</p> <p>For example:</p> <ul style="list-style-type: none"> • engaging with others respectfully • self-regulation, negotiation skills and empathy <p>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> • culturally appropriate manners • positive language • praise 	<p>Ways to interpret the feelings of others in different situations to develop respectful relationships as individuals grow older</p> <p>For example:</p> <ul style="list-style-type: none"> • paying attention to words other people use • noticing facial expressions and body language • recognising and respecting cultural diversity
<p>Emotional responses individuals may experience in different situations</p> <p>For example:</p> <ul style="list-style-type: none"> • happiness and sadness • how responses may affect others 	<p>Positive ways to react to their own emotions in different situations</p> <p>For example:</p> <ul style="list-style-type: none"> • walking away • seeking help • remaining calm 	No content

Strand: Movement and physical activity

Sub-strand: Movement skills

Pre-primary	Year 1	Year 2
<p>Introduce fundamental movement skills:</p> <p>Body management</p> <ul style="list-style-type: none"> static balance (one foot) climb line walk <p>Locomotor</p> <ul style="list-style-type: none"> run hop gallop <p>Object control</p> <ul style="list-style-type: none"> underarm throw underarm roll catch 	<p>Introduce fundamental movement skills:</p> <p>Body management</p> <ul style="list-style-type: none"> side roll (pencil) dynamic balance <p>Locomotor</p> <ul style="list-style-type: none"> jump (one foot) jump (distance) skip (step-hop movement) <p>Object control</p> <ul style="list-style-type: none"> overarm throw kick-off the ground two-handed side strike 	<p>Introduce fundamental movement skills:</p> <p>Body management</p> <ul style="list-style-type: none"> forward roll <p>Locomotor</p> <ul style="list-style-type: none"> jump (height) side gallop <p>Object control</p> <ul style="list-style-type: none"> one-handed strike hand dribble ball bounce and catch
Apply fine and gross motor skills, play, and structured activities in increasingly complex patterns	Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations	Apply and consolidate movement skills previously learnt through game and play situations
No content	No content	No content
<p>Movement skills combining elements of effort, space and time</p> <p>For example:</p> <ul style="list-style-type: none"> awareness of space ways to move in different playing spaces, 	<p>Movement skills that combine the elements of effort, space and time</p> <p>For example:</p> <ul style="list-style-type: none"> changes in direction and speed when using locomotor and non-locomotor skills 	<p>Movement skills that combine the elements of effort, space and time</p> <p>For example:</p> <ul style="list-style-type: none"> playing new games changing rules in familiar games

Pre-primary	Year 1	Year 2
including in natural environments	<ul style="list-style-type: none"> using different types of equipment to create an original game or solve a movement challenge, including in natural environments 	<ul style="list-style-type: none"> playing games for enjoyment in a range of settings, including in natural environments

Sub-strand: Understanding movement

Pre-primary	Year 1	Year 2
Ways in which safe and active play, and regular physical activity keep individuals healthy and well	<p>Ways in which the body reacts during moderate physical activity</p> <p>For example:</p> <ul style="list-style-type: none"> raised heart rate increased breathing rate 	<p>Physical, mental and emotional responses to physical activity</p> <p>For example:</p> <ul style="list-style-type: none"> positive responses negative responses <p>Physical changes to the body when exercising</p> <p>For example:</p> <ul style="list-style-type: none"> sweating
<p>Rules when participating in physical activities</p> <p>For example:</p> <ul style="list-style-type: none"> use of boundaries safe use of appropriate equipment responding to a whistle and/or commands/ instructions 	<p>Simple rules and fair play in partner or group activities, and minor games</p>	<p>Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities</p> <p>For example:</p> <ul style="list-style-type: none"> rules are part of a game and keep it fair and equitable

Sub-strand: Interpersonal skills

Pre-primary	Year 1	Year 2
<p>Cooperation skills when participating in physical activities, including partners, small groups and whole class</p> <p>For example:</p> <ul style="list-style-type: none">• taking turns and sharing roles during physical activities• sharing equipment fairly	<p>Cooperation skills in partner and group work during physical activity practices</p> <p>For example:</p> <ul style="list-style-type: none">• encouraging teammates	<p>Positive choices when participating in group activities</p> <p>For example:</p> <ul style="list-style-type: none">• dealing with winning and losing• affirming differences• demonstrating respect for all players and officials