



Western Australian Curriculum

Health and Physical Education

Achievement standards | Pre-primary–Year 10

(Provisional)

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

An Achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The Achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the Achievement standard; others will need additional support.

The Achievement standards for the Health and Physical Education curriculum are provisional and will be validated once teachers have had the time to become familiar with the teaching and assessment of the revised curriculum.

Pre-primary

By the end of the year:

Health Education

Children identify unsafe situations and ways they can be healthy and safe, such as identifying trusted people in their community. They demonstrate personal and social skills to interact respectfully with others. Children identify protective behaviours and help-seeking strategies to keep themselves safe. They identify simple actions that promote health, safety and wellbeing in familiar contexts. Children identify different emotions that people experience in response to certain situations and use appropriate language and actions to communicate their own feelings.

Physical Education

Children perform fundamental movement skills, including body management, locomotor and object control skills. They identify ways that being active can make them healthy and well. Children cooperate with other members of the group in structured movement activities and follow simple rules.

Year 1

By the end of the year:

Health Education

Children identify what constitutes an emergency or unsafe situation and apply a range of appropriate strategies to access help, in order to keep healthy and safe. While interacting with others, they provide a suitable response to encourage positive behaviour which could include using culturally appropriate manners, positive language or praise. Children explain the benefits of healthy eating and physical activity on health and wellbeing and identify actions that keep people safe and healthy.

Physical Education

Children perform fundamental movement skills, including body management, locomotor and object control skills. They apply these skills when they participate in simple games or physical activities. Children provide a simple description of the body's reactions when they are physically active. They follow rules, participate cooperatively and demonstrate fair play in simple games and physical activities.

Year 2

By the end of the year:

Health Education

Children explain how personal qualities contribute to identity. They describe strategies that help manage emotional responses. Children outline how they promote health, safety and wellbeing related to personal health practices. They apply help-seeking strategies to keep themselves and others safe. Children explain how health information is communicated and why it is important for making choices. They interpret the feelings of others and provide a suitable strategy to respond to them and to facilitate respectful relationships.

Physical Education

Children perform fundamental movement skills, including body management, locomotor and object control skills. They apply a combination of these skills when they participate in simple games or physical activities. Children describe the physical, mental and emotional responses they may have when participating in physical activity. They demonstrate positive choices when interacting with others in minor games and physical activities and describe why rules and fair play are important.

Year 3

By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair.

Year 4

By the end of the year:

Health Education

Students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They develop strategies for seeking, giving and denying consent where permission is required. Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.

Physical Education

Students consolidate a variety of fundamental movement skills and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously-learned skills. Students describe the benefits of participating in regular physical activity. In physical activities and minor games, they apply strategies for working cooperatively, and follow basic rules to ensure safety and fairness for all.

Year 5

By the end of the year:

Health Education

Students identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Students identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time.

Physical Education

Students perform a variety of fundamental movement skills with some competency. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome. Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They use movement skills that combine the elements of effort, space, time, objects and people to improve movement outcomes. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player or referee/umpire.

Year 6

By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.

Year 7

By the end of the year:

Health Education

Students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify and apply strategies to communicate effectively and to make informed choices. They identify the health and social benefits of physical activity and identify a variety of preventative health strategies. Students apply appropriate protective behaviour strategies and protocols in face-to-face and online interactions.

Physical Education

Students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple strategic and tactical skills to achieve the intended outcome in various contexts. Students describe how physical activity can improve elements of health, fitness and wellbeing. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and fair play and communicate ways to assist team cohesion and the achievement of an intended outcome.

Year 8

By the end of the year:

Health Education

Students identify skills and strategies to manage change, and promote all aspects of their own and others' health. They make informed decisions, using assertive responses, and make contingency plans to avoid and prevent risks to health. Students identify the impact power and coercion can have on relationships and describe how these can be influenced by stereotypes.

Physical Education

Students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In various contexts, they implement a range of tactics to achieve an intended outcome. Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They implement or interpret verbal, physical or situational cues to appropriately respond to others when working in a group.

Year 9

By the end of the year:

Health Education

Students identify and apply relevant criteria to determine the effectiveness of various strategies that may be used to enhance health and wellbeing. They determine the appropriateness and reliability of health information and whether it is suitable for use in a particular context. Students examine a range of characteristics of respectful relationships. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Physical Education

Students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed and control and improved accuracy. They implement tactics and adapt them in response to previous performances. Students measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate leadership and ways to build motivation. They encourage teamwork in various contexts toward inclusive, lifelong participation.

Year 10

By the end of the year:

Health Education

Students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing. They analyse images and media messages about health, and examine choices that support the development of respectful relationships. Students evaluate the impact of strategies to promote respectful relationships.

Physical Education

Students select, use and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context, based on the outcome of previous performances. They apply appropriate technique while performing skills that increase in complexity. Students describe ways to measure perceived exertion in response to physical activity. Students demonstrate ethical behaviour, fair play and teamwork in various contexts and apply skills and strategies to improve team performance toward inclusive, lifelong participation.