



# Western Australian Curriculum

## Health and Physical Education

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Scope and sequence of the mandated curriculum content

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

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

The Health and Physical Education learning area comprises two subjects: Health Education, and Physical Education.

### Guide to reading this document

The Scope and sequence shows the **mandated** curriculum for teaching, written as **content descriptors** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The document is organised by two Health and Physical Education strands: Personal, social and community health; and Movement and physical activity.

The Personal, social and community health strand includes: Personal identity and change; Staying safe; Healthy and active communities; and Interacting with others.

The Movement and physical activity strand includes: Movement skills; Understanding movement; and Interpersonal skills.

The table below outlines the learning area organisation for the Pre-primary to Year 10 Health and Physical Education curriculum.

Personal, social and community health			
Personal identity and change	Staying safe	Healthy and active communities	Interacting with others

  

Movement and physical activity		
Movement skills	Understanding movement	Interpersonal skills

## Pre-primary–Year 6

### Strand: Personal, social and community health

#### Sub-strand: Personal identity and change

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal strengths and qualities of individuals and a sense of belonging to groups and communities	Personal strengths and qualities and how they change over time	Personal strengths, qualities and achievements, and how they contribute to developing identities	Factors that strengthen personal identities, including family, friends, and school	Ways to respond positively to challenges and failures, including the use of resilience and persistence	Ways that individuals and groups adapt to different contexts and situations	Ways that positive self-identities can develop and change over time
Body parts, visible and private, and where they are located	Changes to the body, visible and private, as individuals grow older	The body's reactions to emotions, and strategies to help manage these reactions	Physical, social and emotional changes that occur as individuals grow older	Changes associated with puberty  Strategies to manage changes associated with puberty	Strategies to manage physical, mental/emotional and social changes associated with puberty	Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

## Sub-strand: Staying safe

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Protective behaviours and help-seeking strategies to keep safe</p> <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>Protective behaviours and communication skills to respond to unsafe situations</p>	<p>Protective behaviours and communication skills to respond to unsafe situations</p>	<p>Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations</p>	<p>Protective behaviours that can be implemented in uncomfortable or unsafe situations</p>	<p>Protective behaviours and help-seeking strategies that can be used when students feel unsafe online</p>
<p>Actions that promote safety in a range of situations</p>	<p>Strategies to use when help is needed</p>	<p>Strategies to use when help is needed</p>	<p>Strategies to use when help is needed</p>	<p>Strategies to ensure safety at home and at school</p>	<p>Strategies that promote safety</p> <p>Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> <li>internet-based information, publications and other media</li> <li>community health organisations</li> </ul>	<p>Strategies that promote safety</p>

<b>Pre-primary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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	Strategies to use when needing to seek, give or deny permission are practised	Strategies to use when needing to seek, give or deny permission are practised	Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described	Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described	Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed	Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed

## Sub-strand: Healthy and active communities

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Actions that promote health and wellbeing	Benefits of healthy eating and regular physical activity on health and wellbeing	Strategies and behaviours that promote health and wellbeing	Actions in daily routines that promote health and wellbeing	Strategies that promote a healthy lifestyle	Strategies that promote a safe, healthy lifestyle	Strategies that promote a safe, healthy lifestyle
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	Choices and behaviours conveyed in health information and messages	Ways in which health information can influence health decisions and behaviours	Health messages that support and maintain an individual's health, safety and wellbeing	Criteria that can be applied to sources of information, including online to assess their credibility
No content	Actions that support a safe and inclusive environment	Actions that keep people safe and healthy	No content	No content	No content	Actions that promote and maintain community health, safety and wellbeing



## Sub-strand: Interacting with others

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal and social skills to interact respectfully with others	<p>Skills and strategies to develop respectful relationships</p> <p>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate manners</li> <li>• positive language</li> <li>• praise</li> </ul>	Ways to interpret the feelings of others in different situations to help develop respectful relationships as individuals grow older	Behaviours that show empathy and respect for others	<p>Positive influence of respect, empathy, and the valuing of differences in relationships and in society</p> <p>Strategies to cope with adverse situations and the demands of others</p>	Skills and strategies to establish and maintain respectful relationships	Skills to establish and manage positive relationships
Emotional responses individuals may experience in different situations	Positive ways to react to their own emotions in different situations	No content	Circumstances that can influence the level of emotional response to situations	Strategies to identify and manage emotions before reacting	Ways in which inappropriate emotional responses impact on relationships	<p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> <li>• in peer groups</li> <li>• with friends</li> <li>• with family</li> </ul>

## Strand: Movement and physical activity

### Sub-strand: Movement skills

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce fundamental movement skills: Body management <ul style="list-style-type: none"> <li>static balance (one foot)</li> <li>climb</li> <li>line walk</li> </ul> Locomotor <ul style="list-style-type: none"> <li>run</li> <li>hop</li> <li>gallop</li> </ul> Object control <ul style="list-style-type: none"> <li>underarm throw</li> <li>underarm roll</li> <li>catch</li> </ul>	Introduce fundamental movement skills: Body management <ul style="list-style-type: none"> <li>side roll (pencil)</li> <li>dynamic balance</li> </ul> Locomotor <ul style="list-style-type: none"> <li>jump (one foot)</li> <li>jump (distance)</li> <li>skip (step-hop movement)</li> </ul> Object control <ul style="list-style-type: none"> <li>overarm throw</li> <li>kick-off the ground</li> <li>two-handed side strike</li> </ul>	Introduce fundamental movement skills: Body management <ul style="list-style-type: none"> <li>forward roll</li> </ul> Locomotor <ul style="list-style-type: none"> <li>jump (height)</li> <li>side gallop</li> </ul> Object control <ul style="list-style-type: none"> <li>one-handed strike</li> <li>hand dribble</li> <li>ball bounce and catch</li> </ul>	Introduce fundamental movement skills: Locomotor <ul style="list-style-type: none"> <li>dodge</li> <li>leap</li> </ul> Object control <ul style="list-style-type: none"> <li>foot dribble</li> <li>overarm throw</li> <li>punt</li> </ul>	Consolidate fundamental movement skills	Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control	Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control

<b>Pre-primary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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	Combine fundamental movement skills with simple tactics to retain or gain possession in minor games	Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity	Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting	Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer
No content	No content	No content	No content	No content	Basic strategies and tactics to achieve a movement outcome or goal	Strategies and tactics to achieve an offensive or defensive outcome or goal
Movement skills combining elements of effort, space and time	Movement skills that combine the elements of effort, space and time	Movement skills that combine the elements of effort, space and time	Movement skills that combine the elements of effort, space, time, objects and people	Movement skills that combine the elements of effort, space, time, objects and people  Transfer of skills and knowledge to solve movement challenges in a variety of settings, including outdoors	Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes	Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes

## Sub-strand: Understanding movement

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ways in which safe and active play, and regular physical activity keep individuals healthy and well	Ways in which the body reacts during moderate physical activity	Physical, mental and emotional responses to physical activity  Physical changes to the body when exercising	Benefits of regular physical activity and physical fitness to health and wellbeing	Benefits of regular physical activity and physical fitness to health and wellbeing	Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing	Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing
Rules when participating in physical activities	Simple rules and fair play in partner or group activities, and minor games	Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities	Basic rules in a variety of physical activities and ways in which they keep activities safe and fair	Basic rules and scoring systems to keep physical activities safe and fair	No content	Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest

## Sub-strand: Interpersonal skills

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooperation skills when participating in physical activities, including partners, small groups and whole class	Cooperation skills in partner and group work during physical activity practices	Positive choices when participating in group activities	Cooperation skills to include everyone in physical activities	Working cooperatively with others to complete a movement task	Responsibilities of different roles in a range of physical activities: <ul style="list-style-type: none"> <li>• player</li> <li>• referee/umpire</li> </ul> Ethical behaviour in applying rules in all game situations	Interpersonal skills in physical activities

## Years 7–10

### Strand: Personal, social and community health

#### Sub-strand: Personal identity and change

Year 7	Year 8	Year 9	Year 10
<p>Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes</p> <p>Ways to manage physical, emotional, and social changes associated with puberty</p>	<p>Strategies to cope with and manage the impact of changes and transitions</p> <p>Ways in which changing feelings and attractions form part of developing sexual identities</p>	<p>Factors that shape personal identities and adolescent health behaviours</p> <p>Strategies for managing changes and transitions</p>	<p>Impact of societal and cultural influences on personal identities and health behaviour</p>

#### Sub-strand: Staying safe

Year 7	Year 8	Year 9	Year 10
<p>Health information, services and help-seeking strategies that young people can use in a variety of situations</p>	<p>Credible health information that can support people in a variety of situations</p>	<p>Skills to determine the appropriateness and reliability of online health information</p>	<p>Analysis of health information and content related to:</p> <ul style="list-style-type: none"> <li>• alcohol, drugs or other harmful substances</li> <li>• body image</li> <li>• processed food</li> <li>• road safety</li> <li>• relationships</li> </ul>

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online	Reasons why young people choose to use or not use alcohol, drugs or other harmful substances, and strategies that could be used if someone is being encouraged to use them	Skills to deal with challenging or unsafe situations: <ul style="list-style-type: none"> <li>• refusal skills</li> <li>• initiating contingency plans</li> <li>• acting assertively</li> </ul>	No content
Strategies to make informed choices to promote health, safety and wellbeing	Skills and strategies to promote physical and mental health, safety and wellbeing in various environments	Actions and strategies to enhance health and wellbeing in a range of environments	Skills and strategies to manage situations where risk is encouraged by others  Skills and strategies to manage situations where response to an emergency situation is required
Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied	Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied	Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships	Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships

## Sub-strand: Healthy and active communities

Year 7	Year 8	Year 9	Year 10
<p>Strategies to make informed choices to promote health and wellbeing</p> <p>Preventive health practices for young people to avoid and manage risk</p> <p>Health and social benefits of physical activity and recreational pursuits</p> <p>Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours</p>	<p>Benefits to individuals and communities of valuing diversity and promoting inclusivity</p> <p>Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them</p>	<p>Impact of external influences on the ability of adolescents to make safe and informed choices relating to:</p> <ul style="list-style-type: none"> <li>• sexual health behaviours</li> <li>• alcohol, drugs or other harmful substance use</li> <li>• risk-taking</li> </ul> <p>Implications of attitudes and behaviours on individuals and the community</p>	<p>Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours</p> <p>Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community</p> <p>Social, economic and environmental factors that can influence health</p>



## Sub-strand: Interacting with others

Year 7	Year 8	Year 9	Year 10
<p>Impact of relationships on a person's wellbeing</p> <p>Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes</p>	<p>Strategies for managing the changing nature of peer and family relationships</p> <p>Impacts of bullying and harassment on relationships, including online relationships</p> <p>Role of power and coercion within relationships, and how these can be influenced by gender stereotypes</p>	<p>Characteristics of respectful relationships and how these can prevent violence and abuse</p>	<p>Skills and strategies to promote respectful relationships</p> <p>Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing</p>
<p>Factors that influence emotional responses and behaviour</p>	<p>Personal, social and cultural factors that influence emotional responses and behaviour</p>	<p>Managing emotional responses and resolving conflict in family or social situations</p>	<p>Managing the effects of emotional responses on relationships</p>

## Strand: Movement and physical activity

### Sub-strand: Movement skills

Year 7	Year 8	Year 9	Year 10
Movement skills and sequences within different physical activity contexts and settings	Movement skills and sequences within different physical activity contexts and settings with a focus on: <ul style="list-style-type: none"> <li>increased efficiency in skill performance</li> <li>control of balance and stability</li> </ul>	Movement skills and sequences within different physical activity contexts and settings reflecting: <ul style="list-style-type: none"> <li>increased speed and accuracy</li> <li>improved efficiency</li> <li>increased complexity</li> </ul>	Movement skills and sequences within different physical activity contexts and settings reflecting: <ul style="list-style-type: none"> <li>increased complexity</li> <li>transference of skills to other activities</li> </ul>
Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people	Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts	Skills, strategies and tactics in new or challenging movement situations and the impact of each on movement outcomes	The impact of changes to effort, space or time on skills, strategies and tactics in a range of movement contexts and settings  Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances
Physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments	Lifelong physical activities to enhance health, fitness and wellbeing, including moving in natural environments

## Sub-strand: Understanding movement

Year 7	Year 8	Year 9	Year 10
Impact of regular participation in physical activities on health, fitness and wellbeing	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> <li>• heart rate</li> <li>• breathing/respiration</li> </ul>	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> <li>• flexibility</li> <li>• strength</li> <li>• balance</li> <li>• endurance</li> </ul>	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> <li>• perceived exertion rating</li> </ul>
Strategies to increase physical activity levels	Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes	Use of games, recreational activities and outdoor pursuits to improve components of health, fitness and wellbeing	Personalised plans for improving or maintaining physical activity levels to improve health, fitness and wellbeing

## Sub-strand: Interpersonal skills

Year 7	Year 8	Year 9	Year 10
<p>Communication skills that support and enhance:</p> <ul style="list-style-type: none"> <li>• group and team cohesion</li> <li>• leadership</li> <li>• inclusion</li> </ul>	<p>Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group</p>	<p>Skills and strategies for effective leadership, including teamwork and motivation</p>	<p>Skills and strategies to improve team or group performance</p>
<p>Ethical behaviour and fair play when participating in physical activities</p>	<p>Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants</p>	<p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p> <p>Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills</p>	<p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p> <p>Management of levels of participation and rules during physical activities</p>