



Western Australian Curriculum

Health and Physical Education | P–10

Health and Physical Education Scope and sequence

This document contains the revised Scope and sequence for the Western Australian Health and Physical Education curriculum, with the addition of new content and examples for consent and examples of first aid, for implementation in 2024.

The *Early Years Learning Framework (EYLF)* and the *Western Australian Curriculum and Assessment Outline (the Outline)* work together to give all students the best opportunity to develop and learn. Teachers of Pre-primary to Year 2 classes utilise both the *EYLF* and the *Outline* when planning teaching and learning programs.

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.

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.							
Personal, social and community health							
Being healthy, safe and active	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> saying 'no' moving away telling an adult asking for help <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes; for example, games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed; for example:</p> <ul style="list-style-type: none"> dialling 000 in an emergency and providing relevant information reading basic safety signs accessing a safety house or a trusted network asking a trusted adult <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p>	<p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none"> knowing and practising the procedure for dialling 000 in an emergency; for example, responding to an allergic reaction locating safety houses and trusted networks in the local community <p>Strategies and behaviours that promote health and wellbeing; for example:</p> <ul style="list-style-type: none"> personal hygiene practices healthy eating sufficient sleep staying hydrated regular physical activity 	<p>Factors that strengthen personal identities; for example, the influence of:</p> <ul style="list-style-type: none"> family friends school <p>Physical, social and emotional changes that occur as individuals grow older; for example, changes to:</p> <ul style="list-style-type: none"> the body friendships feelings <p>Protective behaviours and communication skills to respond to unsafe situations; for example:</p> <ul style="list-style-type: none"> keeping calm using appropriate non-verbal communication skills <p>Strategies to use when help is needed; for example:</p> <ul style="list-style-type: none"> seeking help to ensure the safety of themselves and others <p>Actions in daily routines that promote health, safety and wellbeing; for example:</p> <ul style="list-style-type: none"> healthy eating appropriate levels of physical activity 	<p>Use of persistence and resilience as tools to respond positively to challenges and failure; for example:</p> <ul style="list-style-type: none"> using self-talk seeking help thinking optimistically <p>Strategies that help individuals to manage the impact of physical, social and emotional changes; for example:</p> <ul style="list-style-type: none"> positive self-talk assertiveness seeking help sharing responsibilities <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations; for example:</p> <ul style="list-style-type: none"> being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community <p>Strategies to ensure safety and wellbeing at home and at school; for example:</p> <ul style="list-style-type: none"> following school rules identifying and choosing healthier foods for themselves making decisions that keep themselves and others safe in a range of situations 	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> physical mental emotional <p>Reliable sources of information that inform health, safety and wellbeing; for example:</p> <ul style="list-style-type: none"> internet-based information community health organisations publications and other media <p>Strategies that promote a safe, healthy lifestyle; for example:</p> <ul style="list-style-type: none"> comparing food labels on products increasing physical activity practising sun safety using action plans for emergency situations to ensure the safety of themselves and others 	<p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty; for example:</p> <ul style="list-style-type: none"> minimising and managing conflict recognising and building self-esteem selecting and managing relationships <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle; for example:</p> <ul style="list-style-type: none"> refusing medicines, tobacco, alcohol or other drugs improving the nutritional value of meals increasing physical activity being safe in an online environment developing and practising action plans for emergency situations to ensure the safety of themselves and others

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating and interacting for health and wellbeing	<p>Personal and social skills to interact with others:</p> <ul style="list-style-type: none"> expressing needs, wants and feelings active listening self-discipline <p>Emotional responses individuals may experience in different situations; for example, feeling:</p> <ul style="list-style-type: none"> happy sad excited tired angry scared confused <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; 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>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> manners positive language praise <p>Positive ways to react to their own emotions in different situations; for example:</p> <ul style="list-style-type: none"> walking away seeking help remaining calm <p>Strategies to use when needing to seek, give or deny permission are practised; for example:</p> <ul style="list-style-type: none"> saying 'yes' and 'no' in an assertive manner, and using non-verbal body cues and gestures interacting with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality <p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> television posters radio 	<p>Strategies to include others in activities and games</p> <p>Ways to interpret the feelings of others in different situations; for example:</p> <ul style="list-style-type: none"> words other people use facial expressions body language <p>Strategies to use when needing to seek, give or deny permission are practised; for example:</p> <ul style="list-style-type: none"> saying 'no' to inappropriate touching <p>Ways health messages are communicated in the media and how they can influence personal health choices; for example, 'slip, slop, slap, seek and slide'</p>	<p>Behaviours that show empathy and respect for others</p> <p>Circumstances that can influence the level of emotional response to situations</p> <p>Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described; for example:</p> <ul style="list-style-type: none"> exploring giving consent for their photo to be shared actions they can take if someone has done something hurtful or disrespectful to them actions they can take if someone has done something without their permission or consent, including in online environments <p>Choices and behaviours conveyed in health information and messages</p>	<p>The positive influence of respect, empathy and the valuing of differences in relationships</p> <p>Strategies to identify and manage emotions before reacting</p> <p>Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described; for example:</p> <ul style="list-style-type: none"> exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident discussing how to use strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence <p>Strategies to cope with adverse situations and the demands of others</p> <p>Ways in which health information and messages can influence health decisions and behaviours</p>	<p>Skills and strategies to establish and manage relationships over time; for example:</p> <ul style="list-style-type: none"> exploring why relationships change assessing the impact of changing relationships on health and wellbeing building new friendships dealing with bullying and harassment <p>Ways in which inappropriate emotional responses impact on relationships; for example:</p> <ul style="list-style-type: none"> loss of trust fear loss of respect <p>Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed; for example:</p> <ul style="list-style-type: none"> exploring the steps of asking, responding, listening and reacting, and practising how to communicate their intentions effectively at each step interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations 	<p>Skills to establish and manage positive relationships; for example:</p> <ul style="list-style-type: none"> showing respect and empathy being cooperative actively listening being trustworthy accepting differences <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> in peer group with friends with family during sporting or physical activities <p>Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed; for example:</p> <ul style="list-style-type: none"> analysing how a person's reaction to being denied permission to do something can affect others' feelings and discussing options for dealing with situations when this may occur, such as feelings of disappointment, shame and anger associated with rejection

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contributing to healthy and active communities	<p>Actions that promote health, safety and wellbeing; for example:</p> <ul style="list-style-type: none"> • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures • rehearsing help-seeking strategies that contribute to keeping themselves and others safe <p>Safe active play in outdoor settings and the natural environment</p>	<p>Actions that support a safe classroom; for example:</p> <ul style="list-style-type: none"> • moving around safely • sharing appropriately • following class rules <p>Physical activities that can take place in natural and built settings in the local community</p>	<p>Actions that keep people safe and healthy in and outside the classroom; for example:</p> <ul style="list-style-type: none"> • staying hydrated • being sun smart • following school rules 	Ways to be active in natural environments	Ways in which regular physical activity in natural and built environments promotes health	<p>Preventive health measures that promote and maintain an individual’s health, safety and wellbeing; for example:</p> <ul style="list-style-type: none"> • bicycle safety • sun safety 	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing; for example:</p> <ul style="list-style-type: none"> • creating social connections for better mental health • meeting physical activity recommendations

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movement and physical activity							
Moving our body	<p>Body management skills:</p> <ul style="list-style-type: none"> static balance (one foot) line walk <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump (two foot) hop gallop <p>Object control skills:</p> <ul style="list-style-type: none"> kick off the ground catch <p>Fundamental movement skills in simple games with or without equipment</p>	<p>Body management skills:</p> <ul style="list-style-type: none"> side roll (pencil) <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump (one foot) dodge skip <p>Object control skills:</p> <ul style="list-style-type: none"> underarm throw ball bounce <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> kick catch bounce 	<p>Body management skills:</p> <ul style="list-style-type: none"> forward roll <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump for height <p>Object control skills:</p> <ul style="list-style-type: none"> overarm throw punt two-hand side strike <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> overarm throw kick <p>Simple games that use a combination of movement skills</p>	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump hop dodge <p>Ways to maintain a balanced position when performing locomotor and object control skills</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> gaining possession navigating an obstacle course 	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce forehand strike <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump dodge <p>Ways to maintain a balanced position when connecting movements</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> creating scoring opportunities problem solving to achieve an outcome 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none"> body awareness spatial awareness relationship to and with objects, people and space 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>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</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> use of appropriate skills spatial awareness relationship to and with objects, people and space

HEALTH AND PHYSICAL EDUCATION – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding movement	<p>The ways in which regular physical activity keeps individuals healthy and well</p> <p>Ways to maintain a balanced position when walking, running, hopping and jumping</p>	<p>Physical changes to the body when exercising, such as:</p> <ul style="list-style-type: none"> raised heart rate increased breathing rate <p>Ways to maintain a balanced position while performing various skills, such as throwing or running</p>	<p>Positive responses to physical activity, such as a feeling of wellbeing</p> <p>Ways in which the body reacts during physical activity</p> <p>Ways to maintain a balanced position while performing various skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> maintenance of a healthy weight prevention of some diseases <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> improved sleep social contact <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:</p> <ul style="list-style-type: none"> control of blood pressure reduced risk of heart disease reduced stress improved concentration <p>Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> control of weight and blood fats, such as cholesterol improved concentration <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>
Learning through movement	<p>Cooperation with others when participating in physical activities, including partners, small groups and whole class</p> <p>Rules when participating in physical activities:</p> <ul style="list-style-type: none"> use of boundaries safe use of appropriate equipment responding to a whistle and commands/ instructions 	<p>Strategies that will assist with involving everyone in games</p> <p>Cooperation skills in partner and group work during physical activity practices</p> <p>Alternative ways in which tasks can be performed when solving movement challenges</p> <p>Simple rules and fair play in partner, group activities and minor games</p>	<p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> dealing with winning and losing encouraging team-mates <p>Alternatives and their effectiveness when solving movement challenges, such as:</p> <ul style="list-style-type: none"> gaining possession scoring changing positions use of equipment <p>Importance of rules and fair play in partner, group activities and minor games</p>	<p>Cooperation skills to ensure everyone is included in all physical activities</p> <p>Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Cooperation skills and practices to ensure everyone is included in all physical activities</p> <p>Transfer of skills and knowledge to solve movement challenges</p> <p>Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Responsibilities of different roles in a range of physical activities, such as:</p> <ul style="list-style-type: none"> player coach referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> encouragement of others negotiation and sharing roles and responsibilities dealing with conflicts and disagreements <p>Solutions to movement challenges through the use of basic strategies and tactics</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>

	Year 7	Year 8	Year 9	Year 10
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 Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.				
Personal, social and community health				
Being healthy, safe and active	<p>Feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions</p> <p>Strategies to promote safety in online environments</p> <p>Management of emotional and social changes associated with puberty through the use of:</p> <ul style="list-style-type: none"> • coping skills • communication skills • problem-solving skills and strategies <p>Help-seeking strategies that young people can use in a variety of situations</p> <p>Strategies to make informed choices to promote health, safety and wellbeing; for example:</p> <ul style="list-style-type: none"> • researching nutritious meals that offer value for money • proposing alternatives to medicine • demonstrating basic first aid in medical circumstances, such as asthma, allergies, and anaphylaxis • examining accessible physical activity options in the community 	<p>The impact of physical changes on gender, cultural and sexual identities</p> <p>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>Strategies for managing the changing nature of peer and family relationships</p> <p>Communication techniques to persuade someone to seek help</p> <p>The reasons why young people choose to use or not use drugs</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments; for example:</p> <ul style="list-style-type: none"> • assertive responses • stress management • refusal skills • online environments • making informed choices • contingency plans • demonstrating basic first aid in medical circumstances, such as non-life-threatening bleeds, sprains and strains 	<p>Factors that shape identities and adolescent health behaviours, for example the impact of:</p> <ul style="list-style-type: none"> • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively <p>Actions and strategies to enhance health and wellbeing in a range of environments; for example:</p> <ul style="list-style-type: none"> • the use of complementary health practices to support and promote good health • responding to emergency situations to administer first aid, such as Danger, Response, Send, Airway, Breathing, Compression, Defibrillation (DRSABCD) • identifying and managing risky situations • safe blood practices <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none"> • sexuality • alcohol and other drug use • risk taking 	<p>The impact of societal and cultural influences on personal identity and health behaviour, for example:</p> <ul style="list-style-type: none"> • how diversity and gender are represented in the media • differing cultural beliefs and practices surrounding transition to adulthood <p>Skills and strategies to manage situations where:</p> <ul style="list-style-type: none"> • risk is encouraged by others • response to an emergency situation is required; for example: <ul style="list-style-type: none"> ▪ water environments ▪ road traumas ▪ alcohol and other drugs <p>Analysis of images and messages in the media related to:</p> <ul style="list-style-type: none"> • alcohol and other drugs • body image • fast food • road safety • relationships <p>External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing</p>

	Year 7	Year 8	Year 9	Year 10
Communicating and interacting for health and wellbeing	<p>The impact of relationships on own and others' wellbeing:</p> <ul style="list-style-type: none"> the benefits of relationships the influence of peers and family when applying online and social protocols to enhance relationships <p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied; for example:</p> <ul style="list-style-type: none"> exploring assertive and respectful communication understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concerns to others 	<p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others</p> <p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied; for example:</p> <ul style="list-style-type: none"> exploring assertive and respectful communication examining the nature of consent in different types of relationships <p>Personal, social and cultural factors influencing emotional responses and behaviour; for example:</p> <ul style="list-style-type: none"> prior experience norms and expectations personal beliefs and attitudes <p>Sources of health information that can support people who are going through a challenging time</p>	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship respecting personal differences and opinions empathy <p>Strategies for managing emotional responses and resolving conflict in a family, social or online environment</p> <p>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; for example:</p> <ul style="list-style-type: none"> describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights investigating the Western Australian legal requirements in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions <p>Skills to determine appropriateness and reliability of online health information</p>	<p>Skills and strategies to promote respectful relationships; for example:</p> <ul style="list-style-type: none"> appropriate emotional responses in a variety of situations taking action if a relationship is not respectful appropriate bystander behaviour in physical and online interactions <p>Effects of emotional responses on relationships; for example:</p> <ul style="list-style-type: none"> extreme emotions impacting on situations or relationships the consequences of not recognising emotions of others <p>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; for example:</p> <ul style="list-style-type: none"> reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations <p>Critical health literacy skills and strategies:</p> <ul style="list-style-type: none"> evaluating health services in the community examining policies and processes for ensuring safer behaviours
Contributing to healthy and active communities	<p>Preventive health practices for young people to avoid and manage risk; for example:</p> <ul style="list-style-type: none"> sun-protective behaviours adoption of the Australian Dietary Guidelines for healthy food choices and serving sizes <p>Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings</p>	<p>Health promotion activities which target relevant health issues for young people and ways to manage them</p> <p>Benefits to individuals and communities of valuing diversity and promoting inclusivity; for example:</p> <ul style="list-style-type: none"> respecting diversity exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community challenging racism, homophobia, sexism and disability discrimination researching how stereotypes and prejudices have been challenged in various contexts 	<p>The implications of attitudes and behaviours on individuals and the community; for example:</p> <ul style="list-style-type: none"> prejudice marginalisation homophobia discrimination 	<p>Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community</p> <p>Social, economic and environmental factors that influence health; for example:</p> <ul style="list-style-type: none"> level of education income/employment social networks and supports (family, friends and community attachment) housing access to services

	Year 7	Year 8	Year 9	Year 10
Movement and physical activity				
Moving our body	<p>Movement skills and sequences within different physical activity contexts and settings</p> <p>Strategic skills and tactical skills used to create, use and defend space</p> <p>Defensive skills used to gain control and retain possession</p>	<p>Movement skills and sequences within different physical activity contexts with a focus on:</p> <ul style="list-style-type: none"> increased accuracy and efficiency in skill performance control of balance and stability <p>Strategic skills and tactical skills used to create, use and defend space, such as altering body positions and applying specific tactics</p> <p>Defensive skills used to achieve and retain possession</p> <p>Selection of, and transfer of, tactics between movement contexts and settings</p>	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased speed and accuracy increased complexity <p>Tactical skills used to create, use and defend space, such as selection of positions</p> <p>Selection and adaption of responses to the outcome of previous performances</p>	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased complexity transference of learned skills to new activities <p>Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances</p>
Understanding movement	<p>Ways in which physical activities improve elements of health and fitness:</p> <ul style="list-style-type: none"> increased flexibility increased strength improved balance increased endurance increased power lowered heart rate lowered cholesterol improved body composition by lowering percentage of body fat 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> heart rate breathing/respiration <p>Description of movement using basic terms referring to:</p> <ul style="list-style-type: none"> linear motion angular motion general motion 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> flexibility strength balance endurance <p>Description of movement using basic kinematic and kinetic terms, such as:</p> <ul style="list-style-type: none"> projectile motion summation of forces 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> hydration perceived exertion rating <p>Biomechanical concepts:</p> <ul style="list-style-type: none"> acceleration absorption of force by the body <p>Analysis of impact of changes to effort, space and time on performance and quality of outcomes</p>
Learning through movement	<p>Communication skills that support and enhance team cohesion, such as body language and listening skills</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>Selection and justification of responses selected to solve movement challenges</p>	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Transfer of skills and tactics between physical activities</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p>	<p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> motivation team-work leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>