



Western Australian Curriculum

Health and Physical Education

Scope and sequence | Pre-primary–Year 10

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

The Scope and sequence shows 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. A separate Scope and sequence document has been developed for each phase of learning: Pre-primary–Year 2, Years 3–6, and Years 7–10.

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	Year 3	Year 4	Year 5	Year 6
<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>Factors that strengthen personal identities, including family, friends, and school</p> <p>For example:</p> <ul style="list-style-type: none"> how challenges provide opportunities for growth how personal and cultural identities are influenced by the groups and communities to which we belong how stereotypes can influence choices and actions 	<p>Ways to respond positively to challenges and failures, including the use of resilience and persistence</p> <p>For example:</p> <ul style="list-style-type: none"> the influence of stereotypes on responses 	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>For example:</p> <ul style="list-style-type: none"> the influence of stereotypes 	<p>Ways that positive self-identities can develop and change over time</p> <p>For example:</p> <ul style="list-style-type: none"> the influence of social groups and cultural norms on identity

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 	<p>Physical, social and emotional changes that occur as individuals grow older</p> <p>For example, changes to:</p> <ul style="list-style-type: none"> the body friendships feelings 	<p>Changes associated with puberty</p> <p>For example:</p> <ul style="list-style-type: none"> physical and emotional changes involved with growing up puberty occurs at different times for different people, and it can affect individuals differently <p>Strategies to manage changes associated with puberty</p> <p>For example:</p> <ul style="list-style-type: none"> asking questions being assertive using positive self-talk 	<p>Strategies to manage physical, mental/emotional and social changes associated with puberty</p> <p>For example:</p> <ul style="list-style-type: none"> use reliable resources and information to investigate developmental changes that occur 	<p>Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty</p>

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>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>Protective behaviours and communication skills to respond to unsafe situations</p> <p>For example:</p> <ul style="list-style-type: none"> keeping calm using appropriate verbal and non-verbal communication skills, including assertive language 	<p>Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations</p> <p>For example:</p> <ul style="list-style-type: none"> being alert and aware of unsafe situations using assertive behaviour and language 	<p>Protective behaviours that can be implemented in uncomfortable or unsafe situations</p> <p>For example:</p> <ul style="list-style-type: none"> normalising and encouraging help-seeking behaviour so all students feel comfortable and confident to seek help maintaining online safety when using digital tools and environments options and processes for reporting negative or harmful behaviour 	<p>Protective behaviours and help-seeking strategies that can be used when students feel unsafe online</p> <p>For example:</p> <ul style="list-style-type: none"> stepping away from negative online social interactions speaking to trusted people if someone posts a picture of them without permission

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>Strategies to use when help is needed</p> <p>For example:</p> <ul style="list-style-type: none"> seeking help to ensure the safety of themselves and others 	<p>Strategies to ensure safety at home and at school</p> <p>For example:</p> <ul style="list-style-type: none"> making decisions that keep self and others safe in a range of situations 	<p>Strategies that promote safety</p> <p>For example:</p> <ul style="list-style-type: none"> using action plans for emergency situations to ensure the safety of themselves and others <p>Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations 	<p>Strategies that promote safety</p> <p>For example:</p> <ul style="list-style-type: none"> 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
<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>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 	<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 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>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 	<p>Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described</p> <p>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 	<p>Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described</p> <p>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 	<p>Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed</p> <p>For example:</p> <ul style="list-style-type: none"> exploring the steps of asking, responding, listening, 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>Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed</p> <p>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
<ul style="list-style-type: none"> sharing or negotiating in play and respecting someone's right to say 'no' 			online environments	parts of their body, or uses violence		

Sub-strand: Healthy and active communities

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 	<p>Actions in daily routines that promote health and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> healthy eating engaging with the community participating in physical activity 	<p>Strategies that promote a healthy lifestyle</p> <p>For example:</p> <ul style="list-style-type: none"> participation in physical activities sun safety practices positive nutrition choices 	<p>Strategies that promote a safe, healthy lifestyle</p> <p>For example:</p> <ul style="list-style-type: none"> comparing food and drink labels on products awareness of mental health and wellbeing 	<p>Strategies that promote a safe, healthy lifestyle</p> <p>For example:</p> <ul style="list-style-type: none"> refusing alcohol, drugs, or other harmful substances improving the nutritional value of meals increasing physical activity community engagement

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<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 • following rules • being respectful to others 	<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 • following school rules • wearing helmets and seatbelts 	No content	No content	No content	<p>Actions that promote and maintain community health, safety and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> • creating social connections for positive mental health • participation in community activities

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>For example:</p>	<p>Ways to interpret the feelings of others in different situations to develop respectful</p>	<p>Behaviours that show empathy and respect for others</p> <p>For example:</p>	<p>Positive influence of respect, empathy, and the valuing of differences in</p>	<p>Skills and strategies to establish and maintain respectful relationships</p>	<p>Skills to establish and manage positive relationships</p> <p>For example:</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 	<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>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 	<ul style="list-style-type: none"> • how games can build understanding and appreciation of others' cultural heritage 	<p>relationships and in society</p> <p>For example:</p> <ul style="list-style-type: none"> • the influence of inclusion on mental health and wellbeing <p>Strategies to cope with adverse situations and the demands of others</p>	<p>For example:</p> <ul style="list-style-type: none"> • building new friendships • dealing with bullying and harassment, including strategies to challenge disrespect and discrimination • assessing the impact of changing relationships on health and wellbeing 	<ul style="list-style-type: none"> • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences and valuing diversity in the community
<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	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"> • in peer groups • with friends • with family

Strand: Movement and physical activity

Sub-strand: Movement skills

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 	<p>Introduce fundamental movement skills:</p> <p>Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt 	<p>Consolidate fundamental movement skills</p>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p>
<p>Apply fine and gross motor skills, play, and structured activities in increasingly complex patterns</p>	<p>Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations</p>	<p>Apply and consolidate movement skills previously learnt through game and play situations</p>	<p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p>	<p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities</p>	<p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking</p>	<p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				in minor games of increasing complexity	throwing to basketball passing and shooting	to passing and shooting in soccer
No content	No content	No content	No content	No content	<p>Basic strategies and tactics to achieve a movement outcome or goal</p> <p>For example:</p> <ul style="list-style-type: none"> positional and spatial awareness related to objects, people and space relationship to and with objects, people and space 	<p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>For example:</p> <ul style="list-style-type: none"> use of appropriate skills positional and spatial awareness relationship to and with objects, people and space
<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 	<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 	<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 	<p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>For example:</p> <ul style="list-style-type: none"> demonstrating acceleration, deceleration and 	<p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>For example:</p> <ul style="list-style-type: none"> exploring ways to increase or decrease scoring 	<p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>For example:</p>	<p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>For example:</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
spaces, including in natural environments	<p>and non-locomotor skills</p> <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 	changing direction of movement in minor games	<p>opportunities in games</p> <p>Transfer of skills and knowledge to solve movement challenges in a variety of settings, including outdoors</p>	<ul style="list-style-type: none"> adjusting the force and speed of an object to improve accuracy and control 	<ul style="list-style-type: none"> developing strategies that exploit a playing space to improve scoring opportunities

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	<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>Benefits of regular physical activity and physical fitness to health and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> maintenance of a healthy body prevention of some diseases 	<p>Benefits of regular physical activity and physical fitness to health and wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> improved sleep social contact 	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> control of blood pressure reduced risk of heart disease 	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> control of blood fats improved concentration

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Physical changes to the body when exercising For example: <ul style="list-style-type: none"> sweating 			<ul style="list-style-type: none"> reduced stress improved mood 	<ul style="list-style-type: none"> enhanced mood
Rules when participating in physical activities For example: <ul style="list-style-type: none"> use of boundaries safe use of appropriate equipment responding to a whistle and/or commands/instructions 	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 For example: <ul style="list-style-type: none"> rules are part of a game and keep it fair and equitable 	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
<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 	<p>Cooperation skills to include everyone in physical activities</p>	<p>Working cooperatively with others to complete a movement task</p>	<p>Responsibilities of different roles in a range of physical activities:</p> <ul style="list-style-type: none"> player referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Interpersonal skills in physical activities</p> <p>For example:</p> <ul style="list-style-type: none"> encouragement and acknowledgement of others negotiation and sharing roles and responsibilities dealing with conflicts and disagreements

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>For example:</p> <ul style="list-style-type: none"> • coping skills • communication skills • problem-solving skills and strategies • changing friendships/families 	<p>Strategies to cope with and manage the impact of changes and transitions</p> <p>For example:</p> <ul style="list-style-type: none"> • changing peer and family relationships • the influence of values and beliefs on the development of identities • accessing relevant health information and services <p>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>For example:</p> <ul style="list-style-type: none"> • how health information supports an individual to effectively manage change as they grow older 	<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> <p>For example:</p> <ul style="list-style-type: none"> • how diversity and gender are represented in the media • differing cultural beliefs and practices that surround transitions • defending personal values

Sub-strand: Staying safe

Year 7	Year 8	Year 9	Year 10
Health information, services and help-seeking strategies that young people can use in a variety of situations	Credible health information that can support people in a variety of situations	Skills to determine the appropriateness and reliability of online health information	Analysis of health information and content related to: <ul style="list-style-type: none"> • alcohol, drugs or other harmful substances • body image • processed food • road safety • relationships
Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online For example: <ul style="list-style-type: none"> • assertive responses • refusal skills 	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"> • refusal skills • initiating contingency plans • acting assertively 	No content
Strategies to make informed choices to promote health, safety and wellbeing For example: <ul style="list-style-type: none"> • proposing alternatives to traditional medicine • demonstrating basic first aid in medical circumstances, such as asthma, allergies and anaphylaxis 	Skills and strategies to promote physical and mental health, safety and wellbeing in various environments For example: <ul style="list-style-type: none"> • assertive responses • stress management techniques • refusal skills • making informed choices • contingency planning • demonstrating basic first aid in medical circumstances, such as 	Actions and strategies to enhance health and wellbeing in a range of environments For example: <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, 	Skills and strategies to manage situations where: <ul style="list-style-type: none"> • risk is encouraged by others; for example: <ul style="list-style-type: none"> ▪ pressure to engage in intimate relationships • response to an emergency situation is required; for example: <ul style="list-style-type: none"> ▪ water-based activities ▪ road trauma

Year 7	Year 8	Year 9	Year 10
	<p>non-life-threatening bleeds, sprains and strains</p> <ul style="list-style-type: none"> online environments (sharing intimate images or texts) 	<p>Airway, Breathing, Compression, Defibrillation (DRSABCD)</p> <ul style="list-style-type: none"> identifying and managing unsafe situations safe blood practices 	<ul style="list-style-type: none"> alcohol, drugs and other harmful substances
<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied</p> <p>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 own wellbeing, including recognising and responding to online content that may be harmful to self or others, such as grooming or image-based abuse, and respectfully communicating needs or concerns to others 	<p>Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied</p> <p>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>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</p> <p>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 	<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</p> <p>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

Year 7	Year 8	Year 9	Year 10
		and intimate partners, in both online and offline interactions	

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 For example:</p> <ul style="list-style-type: none"> researching nutritious meals examining accessible physical activity options examining messages portrayed by the media and influential people <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 <i>Australian Guide to Healthy Eating</i> application of road safety laws and guidelines <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 For example:</p> <ul style="list-style-type: none"> television advertising 	<p>Benefits to individuals and communities of valuing diversity and promoting inclusivity For example:</p> <ul style="list-style-type: none"> affirming 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>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"> sexual health behaviours alcohol, drugs or other harmful substance use risk-taking <p>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 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 For example:</p> <ul style="list-style-type: none"> level of knowledge and awareness of healthy behaviours income/employment social networks and supports (family, friends and community attachment) housing access to services

Sub-strand: Interacting with others

Year 7	Year 8	Year 9	Year 10
<p>Impact of relationships on a person's wellbeing</p> <p>For example:</p> <ul style="list-style-type: none"> the benefits of respectful relationships and the roles of respect, empathy, power and coercion in relationships the influence of family and peers applying online and social protocols to enhance relationships <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>For example:</p> <ul style="list-style-type: none"> psychological consequences, including decreased self-esteem and poor mental health social consequences, including negative attitudes to school and increased loneliness <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>For example:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship communication respecting gender equality respecting personal differences and opinions empathy 	<p>Skills and strategies to promote respectful relationships</p> <p>For example:</p> <ul style="list-style-type: none"> appropriate emotional responses in a variety of situations challenging assumptions about gender taking action if a relationship is not respectful <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>For example:</p> <ul style="list-style-type: none"> personal experience considering alternative ways to respond to situations, including showing empathy self-management strategies to regulate emotions 	<p>Personal, social and cultural factors that influence emotional responses and behaviour</p> <p>For example:</p> <ul style="list-style-type: none"> prior experience norms and expectations personal or cultural beliefs and attitudes 	<p>Managing emotional responses and resolving conflict in family or social situations</p> <p>For example:</p> <ul style="list-style-type: none"> coping with rejection negotiation skills 	<p>Managing the effects of emotional responses on relationships</p> <p>For example:</p> <ul style="list-style-type: none"> the impact of extreme emotions on situations or relationships the consequences of not recognising the emotions of others

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"> increased efficiency in skill performance control of balance and stability 	Movement skills and sequences within different physical activity contexts and settings reflecting: <ul style="list-style-type: none"> increased speed and accuracy improved efficiency increased complexity 	Movement skills and sequences within different physical activity contexts and settings reflecting: <ul style="list-style-type: none"> increased complexity transference of skills to other activities
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"> heart rate breathing/respiration 	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> flexibility strength balance endurance 	Measurement of the body's response to physical activity: <ul style="list-style-type: none"> perceived exertion rating
Strategies to increase physical activity levels For example: <ul style="list-style-type: none"> games recreational activities outdoor pursuits 	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
Communication skills that support and enhance: <ul style="list-style-type: none"> group and team cohesion leadership inclusion 	Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group	Skills and strategies for effective leadership, including teamwork and motivation For example: <ul style="list-style-type: none"> setting goals establishing roles communication time management 	Skills and strategies to improve team or group performance For example: <ul style="list-style-type: none"> motivation teamwork leadership

Year 7	Year 8	Year 9	Year 10
Ethical behaviour and fair play when participating in physical activities	Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants	<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>