Western Australian Curriculum

Health and Physical Education

Scope and sequence | Years 3–6
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.

Contents

Overview

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

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

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

Guide to reading this document

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

This Scope and sequence shows the revised content for the phase of learning: Years 3–6.

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

Year 3	Year 4	Year 5	Year 6
Factors that strengthen personal identities, including family, friends, and school For example: • 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	Ways to respond positively to challenges and failures, including the use of resilience and persistence For example: • the influence of stereotypes on responses	Ways that individuals and groups adapt to different contexts and situations For example: • the influence of stereotypes	Ways that positive self-identities can develop and change over time For example: • the influence of social groups and cultural norms on identity
Physical, social and emotional changes that occur as individuals grow older For example, changes to: • the body • friendships • feelings	Changes associated with puberty For example: • physical and emotional changes involved with growing up • puberty occurs at different times for different people, and it can affect individuals differently Strategies to manage changes associated with puberty For example: • asking questions • being assertive	Strategies to manage physical, mental/emotional and social changes associated with puberty For example: • use reliable resources and information to investigate developmental changes that occur	Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

Year 3	Year 4	Year 5	Year 6
	• using positive self-talk		

Sub-strand: Staying safe

Year 3	Year 4	Year 5	Year 6
Protective behaviours and communication skills to respond to unsafe situations For example: • keeping calm • using appropriate verbal and non-verbal communication skills, including assertive language	Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations For example: • being alert and aware of unsafe situations • using assertive behaviour and language	Protective behaviours that can be implemented in uncomfortable or unsafe situations For example: • 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	Protective behaviours and help-seeking strategies that can be used when students feel unsafe online For example: • stepping away from negative online social interactions • speaking to trusted people if someone posts a picture of them without permission
Strategies to use when help is needed For example: • seeking help to ensure the safety of themselves and others	Strategies to ensure safety at home and at school For example: • making decisions that keep self and others safe in a range of situations	Strategies that promote safety For example: • using action plans for emergency situations to ensure the safety of themselves and others Reliable sources of information that inform health and safety decisions:	Strategies that promote safety For example: • developing and practising action plans for emergency situations to ensure the safety of themselves and others

Year 3	Year 4	Year 5	Year 6
		• internet-based information, publications and other media • community health organisations	
Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described For example: • 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	Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described For example: • 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	Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed For example: • 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	Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed For example: • 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

Sub-strand: Healthy and active communities

Year 3	Year 4	Year 5	Year 6
Actions in daily routines that promote health and wellbeing For example: • healthy eating • engaging with the community • participating in physical activity	Strategies that promote a healthy lifestyle For example: • participation in physical activities • sun safety practices • positive nutrition choices	Strategies that promote a safe, healthy lifestyle For example: • comparing food and drink labels on products • awareness of mental health and wellbeing	Strategies that promote a safe, healthy lifestyle For example: • refusing alcohol, drugs, or other harmful substances • improving the nutritional value of meals • increasing physical activity • community engagement
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	No content	No content	Actions that promote and maintain community health, safety and wellbeing For example: • creating social connections for positive mental health • participation in community activities

Sub-strand: Interacting with others

Year 3	Year 4	Year 5	Year 6
Behaviours that show empathy and respect for others For example: • how games can build understanding and appreciation of others' cultural heritage	Positive influence of respect, empathy, and the valuing of differences in relationships and in society For example: • the influence of inclusion on mental health and wellbeing Strategies to cope with adverse situations and the demands of others	Skills and strategies to establish and maintain respectful relationships For example: • 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	Skills to establish and manage positive relationships For example: • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences and valuing diversity in the community
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	Situations in which emotions can influence decision-making: • in peer groups • with friends • with family

Strand: Movement and physical activity

Sub-strand: Movement skills

Year 3	Year 4	Year 5	Year 6
Introduce fundamental movement skills: Locomotor • dodge • leap Object control • foot dribble • overarm throw • punt	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
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	Basic strategies and tactics to achieve a movement outcome or goal For example: • positional and spatial awareness related to objects, people and space • relationship to and with objects, people and space	Strategies and tactics to achieve an offensive or defensive outcome or goal For example: • use of appropriate skills • positional and spatial awareness • relationship to and with objects, people and space

Year 3	Year 4	Year 5	Year 6
Movement skills that combine the elements of effort, space, time, objects and people For example: • demonstrating acceleration, deceleration and changing direction of movement in minor games	Movement skills that combine the elements of effort, space, time, objects and people For example: • exploring ways to increase or decrease scoring opportunities in games 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 For example: • adjusting the force and speed of an object to improve accuracy and control	Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes For example: • developing strategies that exploit a playing space to improve scoring opportunities

Sub-strand: Understanding movement

Year 3	Year 4	Year 5	Year 6
Benefits of regular physical activity and physical fitness to health and wellbeing For example: • maintenance of a healthy body • prevention of some diseases	Benefits of regular physical activity and physical fitness to health and wellbeing For example: • improved sleep • social contact	Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing For example: • control of blood pressure • reduced risk of heart disease • reduced stress • improved mood	Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing For example: • control of blood fats • improved concentration • enhanced mood
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

Year 3	Year 4	Year 5	Year 6
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: • player • referee/umpire Ethical behaviour in applying rules in all game situations	Interpersonal skills in physical activities For example: • encouragement and acknowledgement of others • negotiation and sharing roles and responsibilities • dealing with conflicts and disagreements