**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 |
| --- | --- | --- | --- | --- | --- | --- |
| Personal strengths and qualities of individuals and a sense of belonging to groups and communities  For example:   * 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 | Personal strengths and qualities and how they change over time  For example:   * valuing self and others, and what strengths and qualities they may have * acknowledging personal change and growth over time | Personal strengths, qualities and achievements, and how they contribute to developing identities  For example:   * personal qualities, such as perseverance and resilience * personal achievements and relevant feelings * how culture and place develops personal identity | 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 |
| Body parts, visible and private, and where they are located  For example:   * identifying which body parts are private | Changes to the body, visible and private, as individuals grow older  For example:   * how the body changes in an age-appropriate way | The body’s reactions to emotions, and strategies to help manage these reactions  For example:   * early warning signs, such as butterflies in the stomach and a racing heart * taking deep breaths * walking away * closing your eyes | 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 * using positive self-talk | 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 |

## Sub-strand: Staying safe

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Protective behaviours and  help-seeking strategies to keep safe  For example:   * 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   Trusted people in the community who can help individuals feel safe | Protective behaviours and  help-seeking strategies to keep safe  For example:   * identifying the body’s reaction to a range of safe and unsafe situations * identifying and comparing different emotional responses * identifying a personal safety network | Protective behaviours and communication skills to respond to unsafe situations  For example:   * seeking help to ensure the safety of self and others * identifying and practising strategies to use when requiring assistance | 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 |
| Actions that promote safety in a range of situations  For example:   * 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 | Strategies to use when help is needed  For example:   * 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 | Strategies to use when help is needed  For example:   * 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 | 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:   * internet-based information, publications and other media * community health organisations | Strategies that promote safety  For example:   * developing and practising action plans for emergency situations to ensure the safety of themselves and others |
| 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:   * 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’ | Strategies to use when needing to seek, give or deny permission are practised  For example:   * 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 | Strategies to use when needing to seek, give or deny permission are practised  For example:   * saying ‘no’ to inappropriate touching | 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

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Actions that promote health and wellbeing  For example:   * identifying symbols on food packages that indicate healthier choices * practising appropriate personal hygiene routines | Benefits of healthy eating and regular physical activity on health and wellbeing  For example:   * building healthy bones and muscles * maintaining a healthy body | Strategies and behaviours that promote health and wellbeing  For example:   * personal hygiene practices * positive nutrition choices * sufficient sleep * hydration * regular physical activity | 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 |
| No content | Ways health messages are communicated in the media | Ways health messages are communicated in the media and how they can influence personal health choices | Choices and behaviours conveyed in health information and messages | Ways in which health information can influence health decisions and behaviours | Health messages that support and maintain an individual’s health, safety and wellbeing | Criteria that can be applied to sources of information, including online, to assess their credibility |
| No content | Actions that support a safe and inclusive environment  For example:   * moving around safely * sharing appropriately * following rules * being respectful to others | Actions that keep people safe and healthy  For example:   * respecting body autonomy * being sun smart * following school rules * wearing helmets and seatbelts | 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

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Personal and social skills to interact respectfully with others  For example:   * 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 | Skills and strategies to develop respectful relationships  For example:   * engaging with others respectfully * self-regulation, negotiation skills and empathy   Appreciation and encouragement of the behaviour of others through the use of:   * culturally appropriate manners * positive language * praise | Ways to interpret the feelings of others in different situations to develop respectful relationships as individuals grow older  For example:   * paying attention to words other people use * noticing facial expressions and body language * recognising and respecting cultural diversity | 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 |
| Emotional responses individuals may experience in different situations  For example:   * happiness and sadness * how responses may affect others | Positive ways to react to their own emotions in different situations  For example:   * 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 | Situations in which emotions can influence  decision-making:   * 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 |
| --- | --- | --- | --- | --- | --- | --- |
| Introduce fundamental movement skills:  Body management   * static balance (one foot) * climb * line walk   Locomotor   * run * hop * gallop   Object control   * underarm throw * underarm roll * catch | Introduce fundamental movement skills:  Body management   * side roll (pencil) * dynamic balance   Locomotor   * jump (one foot) * jump (distance) * skip (step-hop movement)   Object control   * overarm throw * kick-off the ground * two-handed side strike | Introduce fundamental movement skills:  Body management   * forward roll   Locomotor   * jump (height) * side gallop   Object control   * one-handed strike * hand dribble * ball bounce and catch | 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 |
| Apply fine and gross motor skills, play, and structured activities in increasingly complex patterns | Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations | Apply and consolidate movement skills previously learnt through game and play situations | Combine fundamental movement skills with simple tactics to retain or gain possession in minor games | Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity | Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting | Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer |
| No content | No content | No content | No content | No content | Basic strategies and tactics to achieve a movement outcome or goal  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 |
| Movement skills combining elements of effort, space and time  For example:   * awareness of space * ways to move in different playing spaces, including in natural environments | Movement skills that combine the elements of effort, space and time  For example:   * changes in direction and speed when using locomotor and  non-locomotor skills * using different types of equipment to create an original game or solve a movement challenge, including in natural environments | Movement skills that combine the elements of effort, space and time  For example:   * playing new games * changing rules in familiar games * playing games for enjoyment in a range of settings, including in natural environments | 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

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Ways in which safe and active play, and regular physical activity keep individuals healthy and well | Ways in which the body reacts during moderate physical activity  For example:   * raised heart rate * increased breathing rate | Physical, mental and emotional responses to physical activity  For example:   * positive responses * negative responses   Physical changes to the body when exercising  For example:   * sweating | 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 |
| Rules when participating in physical activities  For example:   * 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:   * 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 |
| --- | --- | --- | --- | --- | --- | --- |
| Cooperation skills when participating in physical activities, including partners, small groups and whole class  For example:   * taking turns and sharing roles during physical activities * sharing equipment fairly | Cooperation skills in partner and group work during physical activity practices  For example:   * encouraging teammates | Positive choices when participating in group activities  For example:   * dealing with winning and losing * affirming differences * demonstrating respect for all players and officials | 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 |

# Strand: Personal, social and community health

## Sub-strand: Personal identity and change

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes  Ways to manage physical, emotional, and social changes associated with puberty  For example:   * coping skills * communication skills * problem-solving skills and strategies * changing friendships/families | Strategies to cope with and manage the impact of changes and transitions  For example:   * changing peer and family relationships * the influence of values and beliefs on the development of identities * accessing relevant health information and services   Ways in which changing feelings and attractions form part of developing sexual identities  For example:   * how health information supports an individual to effectively manage change as they grow older | Factors that shape personal identities and adolescent health behaviours  Strategies for managing changes and transitions | Impact of societal and cultural influences on personal identities and health behaviour  For example:   * 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:   * 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:   * 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:   * refusal skills * initiating contingency plans * acting assertively | No content |
| Strategies to make informed choices to promote health, safety and wellbeing  For example:   * 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:   * assertive responses * stress management techniques * refusal skills * making informed choices * contingency planning * demonstrating basic first aid in medical circumstances, such as non-life-threatening bleeds, sprains and strains * online environments (sharing intimate images or texts) | Actions and strategies to enhance health and wellbeing in a range of environments  For example:   * 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 unsafe situations * safe blood practices | Skills and strategies to manage situations where:   * risk is encouraged by others;  for example: * pressure to engage in intimate relationships * response to an emergency situation is required; for example: * water-based activities * road trauma * alcohol, drugs and other harmful substances |
| Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied  For example:   * 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 | Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied  For example:   * exploring assertive and respectful communication * examining the nature of consent in different types of relationships | Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships  For example:   * 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 | 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:   * 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 |

## Sub-strand: Healthy and active communities

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Strategies to make informed choices to promote health and wellbeing  For example:   * researching nutritious meals * examining accessible physical activity options * examining messages portrayed by the media and influential people   Preventive health practices for young people to avoid and manage risk  For example:   * sun-protective behaviours * adoption of the *Australian Guide to Healthy Eating* * application of road safety laws and guidelines   Health and social benefits of physical activity and recreational pursuits  Ways in which the media and influential people impact attitudes, beliefs, decisions and behaviours  For example:   * television advertising | Benefits to individuals and communities of valuing diversity and promoting inclusivity  For example:   * 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   Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them | Impact of external influences on the ability of adolescents to make safe and informed choices relating to:   * sexual health behaviours * alcohol, drugs or other harmful substance use * risk-taking   Implications of attitudes and behaviours on individuals and the community  For example:   * prejudice * marginalisation * homophobia * discrimination | Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours  Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community  Social, economic and environmental factors that can influence health  For example:   * 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 |
| --- | --- | --- | --- |
| Impact of relationships on a person’s wellbeing  For example:   * 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   Ways in which decision-making, respect and empathy in developing respectful relationships can be influenced by gender stereotypes | Strategies for managing the changing nature of peer and family relationships  Impacts of bullying and harassment on relationships, including online relationships  For example:   * psychological consequences, including decreased self-esteem and poor mental health * social consequences, including negative attitudes to school and increased loneliness   Role of power and coercion within relationships, and how these can be influenced by gender stereotypes | Characteristics of respectful relationships and how these can prevent violence and abuse  For example:   * respecting the rights and responsibilities of individuals in the relationship * communication * respecting gender equality * respecting personal differences and opinions * empathy | Skills and strategies to promote respectful relationships  For example:   * appropriate emotional responses in a variety of situations * challenging assumptions about gender * taking action if a relationship is not respectful   Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others’ health and wellbeing |
| Factors that influence emotional responses and behaviour  For example:   * personal experience * considering alternative ways to respond to situations, including showing empathy * self-management strategies to regulate emotions | Personal, social and cultural factors that influence emotional responses and behaviour  For example:   * prior experience * norms and expectations * personal or cultural beliefs and attitudes | Managing emotional responses and resolving conflict in family or social situations  For example:   * coping with rejection * negotiation skills | Managing the effects of emotional responses on relationships  For example:   * 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:   * increased efficiency in skill performance * control of balance and stability | Movement skills and sequences within different physical activity contexts and settings reflecting:   * increased speed and accuracy * improved efficiency * increased complexity | Movement skills and sequences within different physical activity contexts and settings reflecting:   * 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:   * heart rate * breathing/respiration | Measurement of the body’s response to physical activity:   * flexibility * strength * balance * endurance | Measurement of the body’s response to physical activity:   * perceived exertion rating |
| Strategies to increase physical activity levels  For example:   * 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:   * 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:   * setting goals * establishing roles * communication * time management | Skills and strategies to improve team or group performance  For example:   * motivation * teamwork * leadership |
| 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 | Characteristics of fair play and application of fair and ethical behaviour in physical activity  Strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills | Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities  Management of levels of participation and rules during physical activities |