**Western Australian Curriculum**

Health and Physical Education
ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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The School Curriculum and Standards Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.

**Stage A | Content descriptions**

**Personal, social and community health**

|  |  |
| --- | --- |
| **Being healthy safe and active** | **Elaborations** |
| Identify self (self-awareness) [(VCHPEP001)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep001) | * exploring objects using their senses and through their reactions having their preferences identified
* participating in activities which explore physical (facial and body) characteristics and abilities, e.g. exploring and viewing images of their body, identifying photo image of self
* practising and using their abilities to help themselves, including indicating when thirsty or hungry
 |
| React as body parts are moved and named [(VCHPEP002)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep002) | * experiencing the functions of body parts during sensory activities
* experiencing body parts being named, moved and manipulated during a variety of physical activities
* showing awareness of body movements and assisting to move body parts during routine activities
 |
| React to significant people [(VCHPEP003)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep003) | * indicating awareness of and reacting to familiar people
* react to multimodal texts that identify significant people, their relationship and indicate which of these relationships make them feel loved, safe and supported
* react to multimodal texts that identify protective behaviours that can help keep them safe and significant people in their community who can help them stay safe
 |
| **Communicating and interacting****for health and well being** | **Elaborations** |
| React to people and sensory experiences [(VCHPEP004)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep004) | * learning how to be socially responsive with the support of familiar adults when interacting with others in structured environments
* reacting to and recognising significant adults and class mates
* participate in various interactions, sensory feedback and feeling of inclusion through structured activities and multimedia texts
 |
| Use facial expressions to indicate an emotion and [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate) preference [(VCHPEP005)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep005) | * show a reaction to multimodal texts that identify what emotions what they look like, and identify the actions that make them feel that way
* using facial expressions, gestures, sounds to indicate an emotion, want or need
* reacting to being comforted when distressed
* relying on adults for support or comfort to cope with emotional events
 |
| **Contributing to healthy and****active communities** | **Elaborations** |
| Experience health and safety actions [(VCHPEP006)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep006) | * experiencing activities related to eating, drinking and life skills and exploring their sensory impact and indicating an awareness of these activities
* experiencing a variety of activities related to healthy and active community and learning to anticipate some familiar events
* participating in simple activities associated with their basic personal hygiene, needs and care, and beginning to assist in the process
 |
| Experience play activities [(VCHPEP007)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpep007) | * participate in structured play with significant people and classmates
* experiencing objects and environments and learning to react to elements
* experiencing a range of ways to play and reacting to and demonstrating a readiness to engage in play
 |

**Stage A | Content descriptions**

**Movement and physical activity**

|  |  |
| --- | --- |
| **Moving our body** | **Elaborations** |
| Experience their body being moved through a variety of positions and locations [(VCHPEM008)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem008) | * developing and performing basic motor skills including head control, hand-to-mouth movements and a squeeze grasp
* experiencing their body being led through a variety of movements in a range of locations
* participating in basic routine movement activities and showing a readiness to participate, initiating some of their own body movements and demonstrating controlled head movements
* developing competence and confidence in their movement abilities
 |
| Experience a variety of physical and structured leisure activities [(VCHPEM009)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem009) | * developing their grasp and demonstrating a squeeze grasp
* experiencing various games and reacting to sensory stimuli during a game
 |
| **Understanding movement** | **Elaborations** |
| Experience regular physical activities and begin to [develop](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/develop) an awareness of how different parts of the body move [(VCHPEM010)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem010) | * participating in physical activities which increase their mobility, flexibility and endurance including in an aquatic environment
* reacting to participation in different physical activities
* experiencing the benefits of regular physical activities including strength, balance, flexibility and endurance
 |
| Experience their body moving in relation to effort, space, objects and people [(VCHPEM011)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem011) | * exploring the space around them and learning to move in space and complete basic movement patterns
* experiencing and demonstrate awareness of their own body moving in an aquatic environment
* assisting to position body to perform routine movements involved in stretching routines, hydrotherapy or sitting or bearing weight
 |
| **Learning through movement** | **Elaborations** |
| Cooperate when experiencing physical activities and movement [(VCHPEM012)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem012) | * demonstrate an awareness of the teacher when participating in physical activity
* assisting with the movement of body parts during physical activities
 |
| Experience body movement and [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate) some basic movements [(VCHPEM013)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem013) | * experiencing their body being moved and changed in space
* attempting different ways to move their body
* moving their body to explore space and manipulate objects
 |
| Engage in physical activities [(VCHPEM014)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-a/vchpem014) | * reacting to teacher direction during physical movement
* experiencing the safe use of equipment
* experiencing using and tolerating safety equipment
 |

**Stage A | Achievement standard**

By the end of Stage A, students [recognise](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/recognise) themselves. They [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate) different emotions people experience. They participate in actions that help them to be healthy, safe and physically active. They experience different settings where they can be active. Students show general awareness of body position and their own body when moved by others.

Students [develop](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/develop) personal and [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/social-skills) in a range of activities. Students begin to [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate) an awareness and recognition of familiar people and routine activities. They [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate) attachments and trust with familiar adults. They [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate), with assistance, safe and healthy behaviour in routine personal care activities. They coactively perform [fundamental movement skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/fundamental-movement-skills) and explore basic [movement challenges](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/movement-challenges).

**Stage B | Content descriptions**

**Personal, social and community health**

|  |  |
| --- | --- |
| **Being healthy safe and active** | **Elaborations** |
| Identify what they like and dislike [(VCHPEP015)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep015) | * developing a sense of self, including recognising themselves in a mirror and photographs
* developing personal preferences and attempting tasks related to their personal preferences
* identifying from a small selection of foods things they like
* identifying from images people that are significant to them
 |
| Identify some major body parts [(VCHPEP016)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep016) | * actively participate in songs, action games and games associated with the identification of major body parts
* exploring topics related to their body parts relevant to their age and physical growth and development
* identifying major body parts when communicated
 |
| Identify significant people and communicate when they feel safe/unsafe [(VCHPEP017)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep017) | * learning to adhere to single-word safety instructions from a familiar adult, including ‘stop’, ‘wait’, ‘come’, and ‘start’
* learning to follow class rules and routines, participate in group activities, greet others, use property and play fairly with peers with teacher support
* identifying significant people and identifying different people that make them feel loved, safe and supported
* experiencing protective behaviours that can help keep them safe, including public and private activities
* exploring, practising and refining ways of communicating a need for ‘help’ in a range of different everyday situations and scenarios
 |
| **Communicating and interacting****for health and well being** | **Elaborations** |
| Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/social-skills) of turn taking and sharing [(VCHPEP018)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep018) | * practising basic personal care and hygiene skills including hand washing, face washing, nose blowing and toilet routines
* learning to follow class rules and routines
* practising expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member
* practising social skills in structured sessions
 |
| Express their feelings, needs, likes and dislikes [(VCHPEP019)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep019) | * learning to indicate their basic needs, including being hungry, tired, or needing the toilet
* learning appropriate language and actions to communicate their feelings in different situations
* matching basic feelings of 'happiness' and 'sadness' to an event or facial expression
* learning and using strategies to persist until they are successful
 |
| **Contributing to healthy and****active communities** | **Elaborations** |
| Participate in a variety of health, safety and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/wellbeing) actions [(VCHPEP020)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep020) | * actively participate in activities associated with their personal health and life skills
* cooperating and learning to complete some health and safety steps independently
* learning actions associated with healthy eating including assisting in the grouping of foods into categories
* learning to follow safety routine symbols and procedures at school, and in aquatic and road environments and use safety equipment
 |
| Engage in structured play activities [(VCHPEP021)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpep021) | * focusing attention to significant people and watching and responding to others during structured play
* experiencing the interaction of others through playing and being able to react to classmates and significant adults
* exploring basic play equipment and learning how to use play equipment
* responding to and cooperating with the teacher to complete tasks and games
 |

**Stage B | Content descriptions**

**Movement and physical activity**

|  |  |
| --- | --- |
| **Moving our body** | **Elaborations** |
| Practise basic gross motor movements [(VCHPEM022)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem022) | * engaging in a variety of physical activities for short periods of time to increase balance, flexibility, coordination and endurance
* intentionally perform some basic gross motor movement including moving across various surfaces
* demonstrating a range of purposeful movements in aquatic environments
 |
| Engage in a variety of physical activities and explore basic play equipment [(VCHPEM023)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem023) | * using basic play equipment
* developing balance whilst moving independently and beginning to negotiate steps and uneven surfaces
* developing their fine motor grasp and manipulation skills as they reach for, grasp and hold objects
* copying others to use equipment and play
* following personal safety actions and game boundaries while participating in structured games
* participating in games which involve responding to stimuli
 |
| **Understanding movement** | **Elaborations** |
| Engage in regular physical activities and explore the development of their ability [(VCHPEM024)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem024) | * developing gross motor skills including reaching with either hand and crossing the midline
* demonstrating a range of purposeful movements in aquatic environments
* performing familiar tasks with support in a limited range of locations
* learning about how their body moves during and develops during participation in different physical activities
 |
| Explore the space around them and learn to move in relation to effort, space and objects [(VCHPEM025)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem025) | * exploring movement over various surfaces and environments
* moving in different ways and in different directions in a designated area
* following directions to keep personal space during physical activities
* exploring body positions and developing coordination and flexibility when performing a range of different movements
 |
| **Learning through movement** | **Elaborations** |
| Cooperate with an adult to use equipment during [physical activity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/physical-activity) [(VCHPEM026)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem026) | * demonstrating a readiness to explore and participate in new experiences
* initiating a task when prompted by an adult
* attempting to follow adult’s movements and use of equipment
* working with an adult to complete a movement task or challenge
 |
| Use trial and error to [develop](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/develop) balance, independent moving across surfaces and manipulation skills [(VCHPEM027)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem027) | * actively exploring their environment and trialling a number of ideas when trying new movements
* beginning to negotiate steps and uneven surfaces
* developing balance whilst moving over large pieces of equipment and around an environment
* developing their fine motor grasp and manipulation skills as they reach for, grasp and hold an object
* attempting to solve a movement challenge by moving from one place to another
 |
| Follow basic single word instructions when participating in structured physical activities [(VCHPEM028)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-b/vchpem028) | * waiting for and attending to teacher directions
* wearing safety equipment during some physical activities
* responding to single-word safety instructions from a familiar adult, including ‘stop’, ‘wait’, ‘come’
* learning how to use equipment appropriately
 |

**Stage B | Achievement standard**

By the end of Stage B, students [recognise](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/recognise) themselves in a mirror and photographs and explore the personal characteristics and capabilities they possess. Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. Students [recognise](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/recognise) actions that help them be healthy, safe and physically active. They can [identify](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/identify) places where they play and participate in [physical activity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/physical-activity) from an option of two images.

Students use personal and [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/social-skills) to assist them to participate in a range of activities. They [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate), with guidance, practices and [protective behaviours](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/protective-behaviours) to keep them safe and healthy in a variety of different regular activities. They intentionally perform some basic gross motor movement skills and use trial and error to [solve](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/solve) basic [movement challenges](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/movement-challenges).

**Stage C | Content descriptions**

**Personal, social and community health**

|  |  |
| --- | --- |
| **Being healthy safe and active** | **Elaborations** |
| Identify their personal characteristics [(VCHPEP029)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep029) | * learning to express their feelings, needs, likes and dislikes using simple communication tools
* describe in simple terms, basic physical characteristics of themselves and others
* identifying things they can do and explore how these develop over time
* participating in a range of minor games and activities and exploring what they can do, which ones they like and would like to do more
 |
| Identify major body parts and stages of life [(VCHPEP030)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep030) | * exploring major body parts through supported experiences and learning to label major body parts
* learning about and identifying some private parts of the body from a field of three
* exploring and identifying major stages of life through exploration of own family and significant people
* learning about their current stage of life and how they are growing and changing
 |
| Identify and name members of immediate family and demonstrate safety awareness, [respond](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/respond) to safety instructions and [identify](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/identify) safe and unsafe places and items in the environment [(VCHPEP031)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep031) | * sharing information about their own family using photos
* learning about different types of relationships and identifying the people within each relationship group
* exploring safety and learning to demonstrate safety awareness in familiar daily routines
* learning protective behaviours that can help keep them safe, including how to seek or communicate a need for help from trusted people in their community who can help them stay safe and healthy, recognising and communicating when they feel unsafe and practising ways of asking for help in a range of different scenarios
* using pictures and concrete examples to identify their understanding of safe and unsafe places and items in the environment around them
 |
| **Communicating and interacting****for health and well being** | **Elaborations** |
| Practise personal hygiene, independence skills and [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/social-skills) including taking turns [(VCHPEP032)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep032) | * practising expressing needs, wants and feelings, and self-discipline to be an effective group member
* participating in personal hygiene practices including hand washing, face washing, nose blowing and toilet routines and beginning to identify why they are important
* exploring scenarios, actions and consequences and discussing how it feels and their choices
* creating and retelling stories about social skills and exploring and practising the skills targeted
* learning how to be kind, fair and respectful to others through structured learning experiences and social stories and how they can make people feel
 |

|  |  |
| --- | --- |
| Explore their feelings and practice expressing their needs, likes and dislikes using simple communication tools [(VCHPEP033)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep033) | * learning through supported experiences about what feelings look like, when they have felt this way and how to act
* learning to recognise their emotional expression
* learning to use words, signs or symbols to name emotions for self and others
* developing a vocabulary of key concepts and using pictures and real objects to indicate their understanding of their likes and dislikes and feelings, and events associated with each feeling
* learning about the needs and viewpoints of others through group experiences and shared decision-making
* selecting a solution and identifying cause and effect of actions for familiar social problems
 |
| **Contributing to healthy and****active communities** | **Elaborations** |
| Practise a variety of health, safety and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/wellbeing) actions [(VCHPEP034)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep034) | * learning about the basic elements of living a healthy life
* identifying some acceptable and safe ways of behaving
* follow stepped instructions in basic food preparation and hygiene procedures
* identifying some basic characteristics of food and grouping objects as foods and non-foods, hot and cold, hard and soft foods, always and sometimes food, personal preference
* exploring safety and following safety rules and procedures in familiar daily routines
* learning a new skill and feeling positive about their achievement and with support implementing strategies they can use to persist until they are successful
 |
| Participate in structured play in various settings [(VCHPEP035)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpep035) | * learning how to use and play and be active with equipment in different settings
* learning through a range of structured learning activities to cooperate and play with peers, to be socially active and participate with others
* developing play and social skills by playing cooperatively with a chosen peer, engaging in play activities with several others, taking turns with a partner or in small groups when using equipment
* learning to follow basic social rules regarding sharing and care of property and social expectations regarding behaviour
* following safety directions and indicating how to be safe in the outdoors through play in natural environments
 |

**Stage C | Content descriptions**

**Movement and physical activity**

|  |  |
| --- | --- |
| **Moving our body** | **Elaborations** |
| Practise simple whole-body movements and gross motor movement patterns [(VCHPEM036)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem036) | * develop basic motor skills
* maintaining balance and coordination through simple whole body movements
* performing locomotor skills and change movement, direction or speed when directed
* sending and receiving objects in different ways
* performing a range of movement skills in water
 |
| Participate in a variety of physical education experiences and games with simple rules with equipment in a range of environments [(VCHPEM037)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem037) | * copying simple physical movement patterns
* beginning to learn to ride a tricycle or bike with training wheels
* learning the skills needed to perform basic games
* demonstrating safety rules when participating in structured physical activities
* participating in games that require students to be aware of personal safety and game boundaries
 |
| **Understanding movement** | **Elaborations** |
| Engage in regular physical activities and explore the development of their ability and health [(VCHPEM038)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem038) | * moving around their environment and perform simple whole-body movements
* learning through a range of structured learning activities to use equipment to slide, climb, float, ride and swing
* choose from a series of structured leisure activities at home and at school
* identifying how regular physical activity can help keep people healthy
* exploring how their ability and health improve over time due to regular physical activities
 |
| Identify how their body moves and relate to space and objects [(VCHPEM039)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem039) | * developing a movement vocabulary, including understanding some simple concepts and instructions
* perform basic gross motor movement patterns including walking, running and jumping
* copying modelled actions to participate in an activity
* describing body positions when performing a range of different movements
 |
| **Learning through movement** | **Elaborations** |
| Take turns with a partner or in small groups when participating in physical activities [(VCHPEM040)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem040) | * copying simple physical movement patterns
* demonstrating beginning understandings of safety rules when participating in structured physical activities
* taking turns with a partner or in small groups when using equipment
* grasping and manipulating objects of various sizes and weights
* participating in structured activities and games which involve turn taking and participating as part of a group or team
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| Test possible solutions to [movement challenges](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/movement-challenges) through trial and error to maintain balance and coordination as they move over and through a range of surfaces and grasp and [manipulate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/manipulate) objects [(VCHPEM041)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem041) | * using basic play equipment purposefully
* maintaining balance and coordination as they move over and through a range of surfaces
* trialling a number of ideas when trying new movement activities
* making positive choices when faced with a decision about how they participate in a movement activity
 |
| Follow simple movement instructions and safety rules when participating in structured physical activities [(VCHPEM042)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-c/vchpem042) | * demonstrating an understanding of safety equipment and clothing associated with physical activity
* follow simple movement instructions and demonstrate understanding of descriptors associated with basic movement commands
* following instructions for personal safety and fair play
* identifying boundaries including personal space and playing area
* demonstrating appropriate use of equipment
 |

**Stage C | Achievement standard**

By the end of Stage C, students recognise key stages of life, how they have grown and changed. They identify some obvious emotions and their cause. They experience and become more independent with actions that help them be healthy, safe and physically active.

They identify some different settings where they can be active by matching an activity to a location. They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.

Students use personal and social skills to include others in a range of activities. Students actively participate in personal care routines and attempt some basic tasks independently. They demonstrate protective behaviours to keep them safe and healthy in different activities. Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, accepting and rejecting things. They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. They identify when someone is upset or needs help. They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.

**Stage D | Content descriptions**

**Personal, social and community health**

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| **Being healthy safe and active** | **Elaborations** |
| Identify what they can do [(VCHPEP043)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep043) | * identifying some characteristics of self and others including what they can do and achievements
* identifying things they are good at and how they have improved over time
* describing self-help skills and what strategies they can use to persist until they are successful
* identifying ways they can use their strengths and skills to help themselves and others
 |
| Identify the major parts of the body by their names and sequence images of major stages of life [(VCHPEP044)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep044) | * identifying the major parts of the body by their proper names and beginning to describe their function
* identifying those parts of the body that are ‘private’ and identify the contexts in which body parts should be kept private
* learning how bodies grow and change over time through major stages of life, baby, toddler, child, teenager, adult, older person
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| Demonstrate an understanding of different kinds of relationships and [identify](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/identify) some private places and safe and unsafe places or situations [(VCHPEP045)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep045) | * demonstrating an understanding of different kinds of relationships
* learning how to make friends and developing and maintaining friendships
* exploring and learning about feelings and safety and relating to private, safe and unsafe
* exploring and labelling trusted people in their community who can help them stay safe and healthy
* beginning to identify situations where they feel safe and unsafe and learning some basic strategies that they may use in unsafe situations
 |
| **Communicating and interacting****for health and well being** | **Elaborations** |
| Practise [personal skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/personal-skills) of self-care, hygiene and independence and practise [social skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/social-skills) to interact with others [(VCHPEP046)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep046) | * practising personal skills including expressing needs, wants and feelings; active listening and showing self-discipline to be an effective group member
* undertaking basic self-care and personal hygiene activities with occasional prompts and minimal supervision
* learning to judge right and wrong on the basis of the consequences of their actions
* listening to stories about characters who are making friends, working in a group and discussing how the character could deal with the various situation
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| Identify emotional responses and [describe](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/describe) their feelings using pictures and/or words [(VCHPEP047)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep047) | * identifying situations when they might feel angry, afraid, happy, sad, lonely, anxious or excited
* learning to differentiate emotional responses and become aware of the causes of their emotions
* behaving appropriately in different familiar social settings and adhering to class practices
* learning and using appropriate language and actions to communicate their feelings in different situations
 |
| **Contributing to healthy and****active communities** | **Elaborations** |
| Explore what actions promote health, safety and [wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/wellbeing) [(VCHPEP048)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep048) | * exploring and learning about healthy eating and showing an understanding of basic food-handling hygiene
* identifying safety equipment used to minimise injury during physical activities
* identifying personal hygiene routines that need to be carried out each day
* learning the basic rules of respect for another person; sharing, offering assistance and cooperating and practising these skills
* following safety symbols and procedures at school, home and in aquatic and road environments
 |
| Explore play in outdoor settings and the natural environment [(VCHPEP049)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpep049) | * showing increasing control in using equipment for climbing, scrambling, sliding and swinging
* using familiar equipment with competency
* exploring, with adult support, a range of ways to play and be active in outdoor or natural settings
* learning how to be safe in the outdoors through play in natural environments
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**Stage D | Content descriptions**

**Movement and physical activity**

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| **Moving our body** | **Elaborations** |
| Practise simple gross motor and fine motor skills in a range of environments showing increasing [control](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/control) [(VCHPEM050)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem050) | * beginning to anticipate the next step in familiar physical routines
* performing a range of water confidence skills including learning in aquatic sessions to perform a safe entry into the pool and blowing bubbles with face in water
* riding a bicycle in structured environments
* performing various locomotor skills once modelled
* sending and receiving objects at different levels and in different ways
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| Participate in simple games with support and begin to anticipate the next step in familiar physical routines [(VCHPEM051)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem051) | * beginning to anticipate the next step in familiar physical routines
* performing a range of water confidence skills including learning in aquatic sessions to perform a safe entry into the pool and blowing bubbles with face in water
* riding a bicycle in structured environments
* performing various locomotor skills once modelled
* sending and receiving objects at different levels and in different ways
 |
| **Understanding movement** | **Elaborations** |
| Explore how regular [physical activity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/physical-activity) keeps them healthy and well [(VCHPEM052)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem052) | * recording their skills and abilities and celebrating improvements in endurance, achievements and fitness
* labelling their feelings after participating in different physical activities
* exploring what body parts are used in different physical activities
* sharing the things they like to do to stay physically active
* exploring and linking how regular physical activity can help keep people healthy
 |
| Identify their pathway through a space and use vocabulary associated with movement to [describe](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/describe) how their body moves in relation to space, objects and people [(VCHPEM053)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem053) | * beginning to use vocabulary associated with movement
* beginning to consider space around them as part of planning for the way they move
* following directions to move through and around a space
* moving around a designated area while avoiding others
 |
| **Learning through movement** | **Elaborations** |
| Cooperate with others and [demonstrate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/demonstrate) characteristics of a good [sport](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/sport) when participating in physical activities [(VCHPEM054)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem054) | * participating in simple games with support and practising social skills
* demonstrating an understanding of and following familiar game rules
* demonstrating characteristics of a good sport
* learning to negotiate with others when working or playing games in groups
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| Test possible solutions to [movement challenges](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/movement-challenges) by negotiating the space around them and [manipulate](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/manipulate) objects [(VCHPEM055)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem055) | * attempting different ways to solve a movement challenge and discussing which ways were successful or not
* trialling a number of ideas when trying new movement activities
* making positive choices when faced with a decision about how to participate in a movement activity
* performing a new movement task for others in their group or class
 |
| Follow basic safety directions, and familiar game rules when participating in physical activities [(VCHPEM056)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/health-and-physical-education/ablewa-stage-d/vchpem056) | * using basic equipment and facilities safely
* following safety rules and expected behaviours for a game or physical activity
* following instructions for personal safety and fair play
* responding to commands when participating in physical activities
* indicating boundaries including personal space and playing area
 |

**Stage D | Achievement standard**

By the end of Stage D, students recognise changes to their body over the year. They identify and describe basic emotions people experience and what makes them feel this way.

They recognise some routine actions they do to help them to be healthy, safe and physically active. They identify different settings where they can be active and ways they move and play safely. They reflect upon how their body responds to movement.

Students make use of personal and social skills in a range of activities to be healthy and work with others. In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges.