**Western Australian Curriculum**

**Health and Physical Education**

Scope and sequence | Pre-primary–Year 2  
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

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: Pre-primary–Year 2.

## 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 |
| --- | --- | --- |
| 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 |
| 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 |

## Sub-strand: Staying safe

| Pre-primary | Year 1 | Year 2 |
| --- | --- | --- |
| 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 |
| 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 |
| 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 |

## Sub-strand: Healthy and active communities

| Pre-primary | Year 1 | Year 2 |
| --- | --- | --- |
| 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 |
| 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 |
| 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 |

## Sub-strand: Interacting with others

| Pre-primary | Year 1 | Year 2 |
| --- | --- | --- |
| 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 |
| 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 |

# Strand: Movement and physical activity

## Sub-strand: Movement skills

| Pre-primary | Year 1 | Year 2 |
| --- | --- | --- |
| 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 |
| 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 |
| No content | No content | No content |
| 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 |

## Sub-strand: Understanding movement

| Pre-primary | Year 1 | Year 2 |
| --- | --- | --- |
| 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 |
| 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 |

## Sub-strand: Interpersonal skills

| Pre-primary | Year 1 | Year 2 |
| --- | --- | --- |
| 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 |