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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Organisation

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Overview



Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-curriculum Priorities

Glossary

 [HPE P-10 Scope and Sequence for teaching in 2024](#)

 [HPE P-10 Scope and Sequence for teaching in 2024](#) 

 [HPE P-10 Support resources for consent and relationships](#)

 [ABLEWA Health & Physical Education Scope & Sequence](#) 

 [ABLEWA Health & Physical Education Scope & Sequence](#)

[◀ Return to Health and](#)

Content structure

The Health and Physical Education curriculum is organised into three strands. Each strand is organised into content descriptors.

Personal, social and community wellbeing

- Being healthy, safe and active
The content focuses on health, safety and active choices. It develops the skills and knowledge to support students to understand health and safety risks and make active choices. It also develops the skills and knowledge to support students to understand the context of health and safety risks and make active choices. Students also learn to understand the context of health and safety risks and make active choices.
- Communicating and participating
The content develops the skills and knowledge to critically engage with and apply new information to influence their own and others' choices.
- Contributing to health and wellbeing
The content develops the skills and knowledge to critically analyse the products, services and environments that influence the wellbeing of their community.

Physical Education

Movement and

- Moving our body
The content lays out movement skills. movement skills. performance. The competence and for lifelong participation
- Understanding movement
The content focuses on why our body moves, participating in physical techniques and skills, quality of movement and meaning of physical others' lives, and
- Learning through participation
The content focuses on participation in communication, and cooperation. small groups or teams challenges. Through personal and social with challenges and varied roles within

The interrelated national curriculum provides communication, self

Figure 1 identifies t



HEALTH

The content of the s
and others' health, s
common interpersonal
individually and colla

The Health and Phys
The content provide
each focus area.

HEALTH EDUCATION

PERSONAL, SOCIAL AND COMMUNITY HEALTH

- Safe p
- Personal c
- Relat
- Cultural
- Healthy
- Influence

Figure 1: The orga
curriculum

Attitudes an

The Health and Phy
develop positive att
as respect for the ri
experiences, studen
influence they have
are not specified in
others' attitudes an

Focus areas

Focus areas indicat
student engagemen
teach the content in
learning that can be

The focus areas are

- alcohol and other
- food and nutritio
- health benefits o
- mental health an
- relationships and
- safety
- active and minor
- challenge and ad

- fundamental movement skills
- games and sport
- lifelong physical activity
- rhythmic and expressive movement

Year level descriptions

Year level descriptions are statements of what students should know and be able to do at a particular year level. They also indicate the level of expectation that places

Content descriptions

Content descriptions are statements of what students should know and be able to do. They are expected to teach a range of content and approaches to teaching. The content is appropriately ordered and sequenced so that a concept or skill introduced in one year is extended at later years.

Additional content descriptions are provided for teaching programs. These are intended to take into account learning needs of individual students.

The additional content descriptions are provided for teaching programs.

Achievement standards

From Pre-primary to Year 10, achievement standards are provided for each year level. These are statements of what students should know and be able to do. An achievement standard is a statement of what students should know and be able to do.

conceptual underst
student is well-plac
achievement.

Glossary

A glossary is provid
concepts included i

Principles

Teaching

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Policy

Resources

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