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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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ABLEWA Stage CTest

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Year Stage Description

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](#)

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

Filters



ABLEWA Stage

Year Stage Description

The Stage C curriculum and skills for students to develop their personal characteristics, understand themselves healthy living a healthy life, and indicate/communicate.

Students develop the importance of participating in physical activity in specific situations, respond to the emotions to respond to other simple decisions, but

Students engage in equipment in a range through active play, understandings of safety and develop a movement

For Stage C, teachers reflect the physical education include, but are not

- alcohol and other
- food and nutrition

Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Movement and physical activity
- ☒ Personal, social and community health

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability
- ☒ Critical and creative thinking
- ☒ Personal and social capability
- ☒ Ethical understanding
- ☒ Intercultural understanding

- health benefits of
- mental health an
- relationships and
- safety (S)
- active play and n
- challenge and ad
- games and sport
- fundamental mov
- lifelong physical
- rhythmic and exp

Personal, social health

BEING HEALTHY, SAFE ,

Identify their person
([VCHPEP029](#))

Identify major body
life ([VCHPEP030](#))

Identify and name i
immediate family a
safety awareness, r
instructions and ide
unsafe places and i
environment ([VCHF](#)

COMMUNICATING AND

HEALTH AND WELL BEING

Practise personal hygiene and independence skills including taking turns

Explore their feelings and expressing their needs and dislikes using simple communication tools ([VCHPEP033](#))

CONTRIBUTING TO HEALTHY COMMUNITIES

Practise a variety of actions that promote wellbeing actions ([VCHPEP034](#))

Participate in structured activities in community settings ([VCHPEP035](#))

Achievement statements

By the end of Stage 1, children will be able to identify and name their own feelings and changed. They will be able to experience and become safe and physically active

They identify some of their own feelings

activity to a location
maintain balance a
surfaces and use a

Students use perso
Students actively p
independently. The
healthy in different
familiar persons an
and rejecting things
some acceptable w
help. They perform
the playground and

The Stage C curriculum provides the basis for developing know and active lives. Students learn about their personal characteristics themselves healthy and safe. Students are introduced to the basic routines and ways to indicate/communicate personal needs.

Students develop their capacity to participate in respectful relationships school, at home, in the classroom and when participating in physical in specific situations and contexts, to regulate their emotional and identify the cause of their feelings, how to respond to others' feelings simple decisions, become socially aware and responsive to people

Students engage in a variety of physical education experiences develop and practise basic motor skills through active play and understandings of safety rules when participating in structured

For Stage C, teachers need to select focus areas that are age a maturation of the student. The focus areas include, but are not

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- active play and minor games (AP)
- challenge and adventure activities (CA)
- games and sports (GS)
- fundamental movement skills (FMS)
- lifelong physical activity (LLPA)
- rhythmic and expressive movement activities (RE).

Principles

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