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ABLEWA Stage C Test

ABLEWA Stage C

Year Stage Description

The Stage C curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students learn about their personal characteristics, abilities and simple actions they can take to keep themselves healthy and safe. Students are introduced to the basic principles of living a healthy life including personal-care routines and ways to indicate/communicate personal needs.

Students develop their capacity to participate in respectful relationships and explore the importance of familiar people at school, at home, in the classroom and when participating in physical activities. Students follow basic social skills and behaviour in specific situations and contexts, to regulate their emotional expression and respond to

the emotions of others. Students identify the cause of their feelings, how to respond to others' feelings, and express their own feelings. They learn to make simple decisions, become socially aware and responsive to people.

Students engage in a variety of physical education experiences with and without equipment in a range of environments. They develop and practise basic motor skills through active play and structured movement. They demonstrate beginning understandings of safety rules when participating in structured physical activities and develop a movement vocabulary.

For Stage C, teachers need to select focus areas that are age appropriate and reflect the physical, social and emotional maturation of the student. The focus areas include, but are not limited to:

- 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).

Personal, social and community health

BEING HEALTHY, SAFE AND ACTIVE

Movement and physical activity

MOVING OUR BODY

Identify their personal characteristics

[\(VCHPEP029\)](#)

Identify major body parts and stages of

life [\(VCHPEP030\)](#)

Identify and name members of

immediate family and demonstrate safety

awareness, respond to safety instructions

and identify safe and unsafe places and

items in the environment [\(VCHPEP031\)](#)

COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING

Practise personal hygiene, independence

skills and social skills including taking

turns [\(VCHPEP032\)](#)

Explore their feelings and practice

expressing their needs, likes and dislikes

using simple communication tools

[\(VCHPEP033\)](#)

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

Practise a variety of health, safety and

wellbeing actions [\(VCHPEP034\)](#)

Participate in structured play in various

settings [\(VCHPEP035\)](#)

Practise simple whole-body movements

and gross motor movement patterns

[\(VCHPEM036\)](#)

Participate in a variety of physical

education experiences and games with

simple rules with equipment in a range of

environments [\(VCHPEM037\)](#)

UNDERSTANDING MOVEMENT

Engage in regular physical activities and

explore the development of their ability

and health [\(VCHPEM038\)](#)

Identify how their body moves and relate

to space and objects [\(VCHPEM039\)](#)

LEARNING THROUGH MOVEMENT

Take turns with a partner or in small

groups when participating in physical

activities [\(VCHPEM040\)](#)

Test possible solutions to 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

objects [\(VCHPEM041\)](#)

Follow simple movement instructions and

safety rules when participating in

structured physical activities

[\(VCHPEM042\)](#)

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, and 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.

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