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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 DTest

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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 

Professional learning 

 ABLEWA Health & Physical Education Scope & Sequence 

 ABLEWA Health & Physical Education Scope & Sequence 

Filters



ABLEWA Stage

Year Stage Description

The Stage D curriculum and skills for students build on their strengths and develop their healthy eating, feel

Students explore the initiate and maintain show some consider including at school, activities.

Students learn through range of environmental games with support practise fundamental movement activities abilities.

For Stage D, teachers reflect the physical include, but are not

- alcohol and other
- food and nutrition
- health benefits of
- mental health and

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

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

Personal, social health

BEING HEALTHY, SAFE ,

Identify what they c

Identify the major p
their names and se
major stages of life

Demonstrate an un
different kinds of re
identify some priva
and unsafe places c
([VCHPEP045](#))

COMMUNICATING AND HEALTH AND WELL BEI

Practise personal sl

hygiene and independence
practise social skills
others [\(VCHPEP046](#)

Identify emotional responses
describe their feelings
and/or words [\(VCHPEP046](#)

CONTRIBUTING TO HEALTHY COMMUNITIES

Explore what actions
safety and wellbeing

Explore play in outdoor
the natural environment

Achievement statement

By the end of Stage 1
identify and describe
this way.

They recognise someone
physically active. They
they move and play

movement.

Students make use and work with other protective behaviours in different routines across simple gross motor

The Stage D curriculum provides the basis for developing knowledge and active lives. Students learn about their strengths and simple healthy and safe. They learn about major body parts, their families

Students explore the people that are important to them and develop relationships in different contexts. They learn to show some confidence including at school, at home, in the classroom and when participating

Students learn through movement by engaging in a variety of physical and aquatic). Students participate in simple games with support to practise fundamental movement skills through active play and build confidence in their movement abilities.

For Stage D, teachers need to select focus areas that are age appropriate and 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)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

Principles

Teaching

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Resources

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