



HEALTH AND PHYSICAL EDUCATION – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.						
Personal, social and community health							
Being healthy, safe and active	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> saying ‘no’ moving away telling an adult asking for help <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> dialling 000 in an emergency reading basic safety signs accessing a safety house or a trusted network asking a trusted adult <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p>	<p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none"> procedure and practice for dialling 000 in an emergency locating safety houses and trusted networks in the local community <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> personal hygiene practices healthy eating sufficient sleep staying hydrated regular physical activity 	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none"> family friends school <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none"> the body friendships feelings <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none"> keeping calm using appropriate non-verbal communication skills seeking help <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> healthy eating appropriate levels of physical activity 	<p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none"> using self-talk seeking help thinking optimistically <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none"> positive self-talk assertiveness seeking help sharing responsibilities <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> being alert and aware of unsafe situations using assertive behaviour and language 	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> physical mental emotional <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> internet-based information community health organisations publications and other media <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> comparing food labels on products increased physical activity practising sun safety 	<p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none"> minimising and managing conflict recognising and building self-esteem selecting and managing relationships <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> refusing medicines, tobacco, alcohol or other drugs improving the nutritional value in meals

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Being healthy, safe and active					<ul style="list-style-type: none"> knowing who or where to go for help in the community <p>Strategies to ensure safety and wellbeing at home and at school, such as:</p> <ul style="list-style-type: none"> following school rules identifying and choosing healthier foods for themselves 		<ul style="list-style-type: none"> increasing physical activity being safe in an online environment
Communicating and interacting for health and wellbeing	<p>Personal and social skills to interact with others:</p> <ul style="list-style-type: none"> expressing needs, wants and feelings active listening self-discipline <p>Emotional responses individuals may experience in different situations, such as feeling:</p> <ul style="list-style-type: none"> happy sad excited tired angry scared confused <p>Appropriate language and actions to communicate feelings in different situations</p>	<p>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> manners positive language praise <p>Positive ways to react to their own emotions in different situations, such as:</p> <ul style="list-style-type: none"> walking away seeking help remaining calm <p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> television posters radio 	<p>Strategies to include others in activities and games</p> <p>Ways to interpret the feelings of others in different situations, such as:</p> <ul style="list-style-type: none"> words other people use facial expressions body language <p>Ways health messages are communicated in the media and how they can influence personal health choices, such as ‘slip, slop, slap’</p>	<p>Behaviours that show empathy and respect for others</p> <p>Circumstances that can influence the level of emotional response to situations</p> <p>Choices and behaviours conveyed in health information and messages</p>	<p>The positive influence of respect, empathy and the valuing of differences in relationships</p> <p>Strategies to identify and manage emotions before reacting</p> <p>Strategies to cope with adverse situations and the demands of others</p> <p>Ways in which health information and messages can influence health decisions and behaviours</p>	<p>Skills and strategies to establish and manage relationships over time, such as:</p> <ul style="list-style-type: none"> exploring why relationships change assessing the impact of changing relationships on health and wellbeing building new friendships dealing with bullying and harassment <p>Ways in which inappropriate emotional responses impact on relationships, such as:</p> <ul style="list-style-type: none"> loss of trust fear loss of respect 	<p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> showing respect and empathy being cooperative actively listening being trustworthy accepting differences <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> in peer group with friends with family during sporting or physical activities

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Contributing to healthy and active communities	<p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures <p>Safe active play in outdoor settings and the natural environment</p>	<p>Actions that support a safe classroom, such as:</p> <ul style="list-style-type: none"> • moving around safely • sharing appropriately • following class rules <p>Physical activities that can take place in natural and built settings in the local community</p>	<p>Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> • staying hydrated • being sun smart • following school rules 	<p>Ways to be active in natural environments</p>	<p>Ways in which regular physical activity in natural and built environments promotes health</p>	<p>Preventive health measures that promote and maintain an individual’s health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • bicycle safety • sun safety 	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • creating social connections for better mental health • meeting physical activity recommendations

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Movement and physical activity							
Moving our body	<p>Body management skills:</p> <ul style="list-style-type: none"> static balance (one foot) line walk <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump (two foot) hop gallop <p>Object control skills:</p> <ul style="list-style-type: none"> kick off the ground catch <p>Fundamental movement skills in simple games with or without equipment</p>	<p>Body management skills:</p> <ul style="list-style-type: none"> side roll (pencil) <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump (one foot) dodge skip <p>Object control skills:</p> <ul style="list-style-type: none"> underarm throw ball bounce <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> kick catch bounce 	<p>Body management skills:</p> <ul style="list-style-type: none"> forward roll <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump for height <p>Object control skills:</p> <ul style="list-style-type: none"> overarm throw punt two-hand side strike <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> overarm throw kick <p>Simple games that use a combination of movement skills</p>	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump hop dodge <p>Ways to maintain a balanced position when performing locomotor and object control skills</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> gaining possession navigating an obstacle course 	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce forehand strike <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump dodge <p>Ways to maintain a balanced position when connecting movements</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> creating scoring opportunities problem solving to achieve an outcome 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none"> body awareness spatial awareness relationship to and with objects, people and space 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> use of appropriate skills spatial awareness relationship to and with objects, people and space

HEALTH AND PHYSICAL EDUCATION – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding movement	<p>The ways in which regular physical activity keeps individuals healthy and well</p> <p>Ways to maintain a balanced position when walking, running, hopping and jumping</p>	<p>Physical changes to the body when exercising, such as:</p> <ul style="list-style-type: none"> raised heart rate increased breathing rate <p>Ways to maintain a balanced position while performing various skills, such as throwing or running</p>	<p>Positive responses to physical activity, such as a feeling of wellbeing</p> <p>Ways in which the body reacts during physical activity</p> <p>Ways to maintain a balanced position while performing various skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> maintenance of a healthy weight prevention of some diseases <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> improved sleep social contact <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:</p> <ul style="list-style-type: none"> control of blood pressure reduced risk of heart disease reduced stress improved concentration <p>Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> control of weight and blood fats, such as cholesterol improved concentration <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p>
Learning through movement	<p>Cooperation with others when participating in physical activities, including partners, small groups and whole class</p> <p>Rules when participating in physical activities:</p> <ul style="list-style-type: none"> use of boundaries safe use of appropriate equipment responding to a whistle and commands/ instructions 	<p>Strategies that will assist with involving everyone in games</p> <p>Cooperation skills in partner and group work during physical activity practices</p> <p>Alternative ways in which tasks can be performed when solving movement challenges</p> <p>Simple rules and fair play in partner, group activities and minor games</p>	<p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> dealing with winning and losing encouraging team-mates <p>Alternatives and their effectiveness when solving movement challenges, such as:</p> <ul style="list-style-type: none"> gaining possession scoring changing positions use of equipment <p>Importance of rules and fair play in partner, group activities and minor games</p>	<p>Cooperation skills to ensure everyone is included in all physical activities</p> <p>Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Cooperation skills and practices to ensure everyone is included in all physical activities</p> <p>Transfer of skills and knowledge to solve movement challenges</p> <p>Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Responsibilities of different roles in a range of physical activities, such as:</p> <ul style="list-style-type: none"> player coach referee/umpire <p>Ethical behaviour in applying rules in all game situations</p>	<p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> encouragement of others negotiation and sharing roles and responsibilities dealing with conflicts and disagreements <p>Solutions to movement challenges through the use of basic strategies and tactics</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>

HEALTH AND PHYSICAL EDUCATION – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
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 Health & Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.			
Personal, social and community health				
Being healthy, safe and active	<p>Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions</p> <p>Strategies to promote safety in online environments</p> <p>Management of emotional and social changes associated with puberty through the use of:</p> <ul style="list-style-type: none"> • coping skills • communication skills • problem-solving skills and strategies <p>Help-seeking strategies that young people can use in a variety of situations</p> <p>Strategies to make informed choices to promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • researching nutritious meals that offer value for money • proposing alternatives to medicine • examining accessible physical activity options in the community 	<p>The impact of physical changes on gender, cultural and sexual identities</p> <p>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>Strategies for managing the changing nature of peer and family relationships</p> <p>Communication techniques to persuade someone to seek help</p> <p>The reasons why young people choose to use or not use drugs</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:</p> <ul style="list-style-type: none"> • assertive responses • stress management • refusal skills • contingency plans • online environments • making informed choices 	<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively <p>Actions and strategies to enhance health and wellbeing in a range of environments, such as:</p> <ul style="list-style-type: none"> • the use of complementary health practices to support and promote good health • responding to emergency situations • identifying and managing risky situations • safe blood practices <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none"> • sexuality • alcohol and other drug use • risk taking 	<p>The impact of societal and cultural influences on personal identity and health behaviour, such as:</p> <ul style="list-style-type: none"> • how diversity and gender are represented in the media • differing cultural beliefs and practices surrounding transition to adulthood <p>Skills and strategies to manage situations where risk is encouraged by others</p> <p>Analysis of images and messages in the media related to:</p> <ul style="list-style-type: none"> • alcohol and other drugs • body image • fast food • road safety • relationships <p>External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing</p>

HEALTH AND PHYSICAL EDUCATION – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Communicating and interacting for health and wellbeing	<p>The impact of relationships on own and others' wellbeing:</p> <ul style="list-style-type: none"> the benefits of relationships the influence of peers and family applying online and social protocols to enhance relationships 	<p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others</p> <p>Personal, social and cultural factors influencing emotional responses and behaviour, such as:</p> <ul style="list-style-type: none"> prior experience norms and expectations personal beliefs and attitudes <p>Sources of health information that can support people who are going through a challenging time</p>	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship respect for personal differences and opinions empathy <p>Strategies for managing emotional responses and resolving conflict in a family, social or online environment</p> <p>Skills to determine appropriateness and reliability of online health information</p>	<p>Skills and strategies to promote respectful relationships, such as:</p> <ul style="list-style-type: none"> appropriate emotional responses in a variety of situations taking action if a relationship is not respectful appropriate bystander behaviour in physical and online interactions <p>Effects of emotional responses on relationships, such as:</p> <ul style="list-style-type: none"> extreme emotions impacting on situations or relationships the consequences of not recognising emotions of others <p>Critical health literacy skills and strategies:</p> <ul style="list-style-type: none"> evaluating health services in the community examining policies and processes for ensuring safer behaviours
Contributing to healthy and active communities	<p>Preventive health practices for young people to avoid and manage risk, such as:</p> <ul style="list-style-type: none"> sun-protective behaviours adoption of the Australian Dietary Guidelines for healthy food choices and serving sizes <p>Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings</p>	<p>Health promotion activities which target relevant health issues for young people and ways to prevent them</p> <p>Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:</p> <ul style="list-style-type: none"> respecting diversity exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community challenging racism, homophobia, sexism and disability discrimination researching how stereotypes and prejudices have been challenged in various contexts 	<p>The implications of attitudes and behaviours on individuals and the community, such as:</p> <ul style="list-style-type: none"> prejudice marginalisation homophobia discrimination 	<p>Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community</p> <p>Social, economic and environmental factors that influence health, such as:</p> <ul style="list-style-type: none"> level of education income/employment social networks and supports (family, friends and community attachment) housing access to services

HEALTH AND PHYSICAL EDUCATION – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Movement and physical activity				
Moving our body	<p>Movement skills and sequences within different physical activity contexts and settings</p> <p>Strategic skills and tactical skills used to create, use and defend space</p> <p>Defensive skills used to gain control and retain possession</p>	<p>Movement skills and sequences within different physical activity contexts with a focus on:</p> <ul style="list-style-type: none"> increased accuracy and efficiency in skill performance control of balance and stability <p>Strategic skills and tactical skills used to create, use and defend space, such as altering body positions and applying specific tactics</p> <p>Defensive skills used to achieve and retain possession</p> <p>Selection of, and transfer of, tactics between movement contexts and settings</p>	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased speed and accuracy increased complexity <p>Tactical skills used to create, use and defend space, such as selection of positions</p> <p>Selection and adaption of responses to the outcome of previous performances</p>	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased complexity transference of learned skills to new activities <p>Evaluation, selection and implementation of responses to changing conditions based on the outcome of previous performances</p>
Understanding movement	<p>Ways in which physical activities improve elements of health and fitness:</p> <ul style="list-style-type: none"> increased flexibility increased strength improved balance increased endurance increased power lowered heart rate lowered cholesterol improved body composition by lowering percentage of body fat 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> heart rate breathing/respiration <p>Description of movement using basic terms referring to:</p> <ul style="list-style-type: none"> linear motion angular motion general motion 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> flexibility strength balance endurance <p>Description of movement using basic kinematic and kinetic terms, such as:</p> <ul style="list-style-type: none"> projectile motion summation of forces 	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> hydration perceived exertion rating <p>Biomechanical concepts:</p> <ul style="list-style-type: none"> acceleration absorption of force by the body <p>Analysis of impact of changes to effort, space and time on performance and quality of outcomes</p>
Learning through movement	<p>Communication skills that support and enhance team cohesion, such as body language and listening skills</p> <p>Ethical behaviour and fair play when participating in physical activities</p>	<p>Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants</p> <p>Selection and justification of responses selected to solve movement challenges</p>	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Transfer of skills and tactics between physical activities</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p>	<p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> motivation team-work leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>