Health and Physical Education scope and sequence: Foundation to Level 10

| **Foundation** | **Levels 1 and 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard |
| By the end of Foundation, students identify similarities and differences between themselves and others. They name parts of the body and outline how their body is growing and changing. They demonstrate personal and social skills to interact respectfully with others. Students identify different emotions people experience. They identify protective behaviours and help-seeking strategies to help keep themselves safe. Students identify different types of health information and how it can be used in their lives.Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. They recognise the benefits of being physically active. Students use personal and social skills to engage in fair and inclusive play. | By the end of Level 2, students explain how personal qualities contribute to one aspect of identity. They describe physical and social changes that occur as they grow older. They demonstrate personal and social skills and describe strategies to develop respectful relationships. Students describe how emotional responses affect their own and others’ feelings. They apply protective behaviours and help-seeking strategies that can help keep themselves and others safe. Students explain why health information is important for making choices.Students apply fundamental movement skills in different movement situations and explain how they move their body with objects and in space effectively. They describe factors that make physical activity safe and beneficial. Students develop and apply rules while cooperating with others in a range of movement contexts.  | By the end of Level 4, students describe influences that strengthen resilience and identity. They describe strategies to respond to physical, social and emotional changes and transitions they experience. They apply personal and social skills and strategies to interact respectfully with others. Students describe the influences that inclusion and the challenging of stereotypes have on choices and actions. They explain the variation in emotional responses and describe strategies to manage emotions. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations. Students interpret health information to apply strategies that can enhance their own and others’ health, safety, relationships and wellbeing.Students refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. Students describe the benefits of regular physical activity on health, wellbeing and physical fitness. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others’ lives. Students demonstrate fair play and inclusion through a range of roles in movement contexts.  | By the end of Level 6, students explain how different contextual factors influence identities. They propose strategies to manage developmental changes and transitions. They explain how stereotypes influence roles and responsibilities. Students propose and apply strategies to demonstrate respect, empathy and inclusion to positively influence relationships. They propose strategies to manage emotions and analyse the influence of these strategies on relationships. They explain how communication skills, protective behaviours and help-seeking strategies can help keep themselves and others safe online and offline. Students analyse health information to refine strategies that can enhance their own and others’ health, safety, relationships and wellbeing.Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and analyse the impact on movement outcomes. They apply the elements of movement when creating movement sequences. Students analyse the body’s response to physical activity of varying intensity. They propose strategies to promote safe physical activity participation that enhance health and wellbeing. Students describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts. | By the end of Level 8, students analyse factors that influence identities and responses to change, and describe strategies to support themselves and others in responding to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. They analyse factors that influence emotional responses and justify strategies to manage emotions. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others’ health, safety, relationships and wellbeing.Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They adapt and apply the elements of movement to compose and perform movement sequences. Students propose strategies designed to achieve personal fitness and evaluate their impact on health and wellbeing outcomes. They propose and evaluate strategies designed to promote personal health and wellbeing outcomes. Students apply and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. | By the end of Level 10, students propose and evaluate personal strategies to manage their identities and responses to change and transitions. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. They evaluate personal strategies to manage emotional responses to different situations and reflect on the impact of their ability to manage these responses on health and wellbeing. Students propose and evaluate strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be negatively impacted. They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others’ and the community’s health, safety, relationships and wellbeing.Students evaluate and refine their own and others’ movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes. They apply criteria to evaluate and refine their own and others’ movement performances. Students critique the effectiveness of strategies designed to enhance health, fitness and wellbeing. They propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others. Students apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. |
| Content descriptions |
| Strand: Personal, Social and Community Health – Health Education  |
| Sub-strand: Identities and change |
| *Students learn to:* |
| investigate who they are and the people in their worldVC2HPFP01 | describe their personal characteristics and those of others, and explain how they contribute to developing identitiesVC2HP2P01 | investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contextsVC2HP4P01 | explain how identities can be influenced by people and places, and how we can create positive self-identitiesVC2HP6P01 | analyse and reflect on the influence of values and beliefs on the development of identitiesVC2HP8P01 | evaluate factors that shape identities and evaluate how individuals influence the identities of othersVC2HP10P01 |
| name parts of the body and describe how their body is growing and changingVC2HPFP02 | describe physical and social changes that occur as children grow older and discuss how family and community acknowledge theseVC2HP2P02 | plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changesVC2HP4P02 | investigate resources and strategies to manage changes and transitions, including changes associated with pubertyVC2HP6P02 | analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changesVC2HP8P02 | refine, evaluate and adapt strategies for managing changes and transitionsVC2HP10P02 |
|  |  | describe how choices and actions can be influenced by stereotypesVC2HP4P03 | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypesVC2HP6P03 | examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypesVC2HP8P03 | investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationshipsVC2HP10P03 |
| Sub-strand: Interacting with others |
| *Students learn to:* |
| practise personal and social skills to interact respectfully with othersVC2HPFP03 | identify and explore personal and social skills and strategies to develop respectful relationshipsVC2HP2P03 | select, use and refine personal and social skills to establish, manage and strengthen relationshipsVC2HP4P04 | describe and demonstrate how respect and empathy can be expressed to positively influence relationshipsVC2HP6P04 | examine the roles of respect, empathy, power and coercion in developing respectful relationshipsVC2HP8P04 | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationshipsVC2HP10P04 |
|  |  | describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communitiesVC2HP4P05 | describe and implement strategies to value diversity in their communitiesVC2HP6P05 | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communitiesVC2HP8P05 | propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communitiesVC2HP10P05 |
| identify emotions they experienceVC2HPFP04 | identify how different situations influence emotional responsesVC2HP2P04 | explain how and why emotional responses can vary and practise strategies to manage their emotionsVC2HP4P06 | apply strategies to manage emotions and analyse how emotional responses influence interactionsVC2HP6P06 | analyse factors that influence emotional responses and devise strategies to self-manage emotions VC2HP8P06 | evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeingVC2HP10P06 |
| explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomyVC2HPFP05 | practise strategies they can use when they need to seek, give or deny permission respectfullyVC2HP2P05 | practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline)VC2HP4P07 | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline)VC2HP6P07 | explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline)VC2HP8P07 | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationshipsVC2HP10P07 |
| Sub-strand: Contributing to healthy communities |
| *Students learn to:* |
| identify protective behaviours and rehearse help-seeking strategies that help keep them safeVC2HPFP06 | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safeVC2HP2P06 | describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the communityVC2HP4P08 | explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the communityVC2HP6P08 | refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)VC2HP8P08 | plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others’ health, safety or wellbeing may be negatively impacted at home, school and in the communityVC2HP10P08 |
| identify health symbols, messages and strategies in their community that support their health and safetyVC2HPFP07 | investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeingVC2HP2P07 | interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behavioursVC2HP4P09 | investigate different sources, quality and types of health information and how these apply to their own and others’ health choicesVC2HP6P09 | investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeingVC2HP8P09 | critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others’ and community’s attitudes and actionsVC2HP10P09 |
|  |  | investigate and apply strategies that contribute to their own and others’ health, safety, relationships and wellbeingVC2HP4P10 | analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communitiesVC2HP6P10 | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeingVC2HP8P10 | plan, justify and critique strategies to enhance their own, others’ and community’s health, safety, relationships and wellbeingVC2HP10P10 |
| Strand: Movement and Physical Activity – Physical Education |
| Sub-strand: Moving our bodies |
| *Students learn to:* |
| practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settingsVC2HPFM01 | practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settingsVC2HP2M01 | practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settingsVC2HP4M01 | adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settingsVC2HP6M01 | refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settingsVC2HP8M01 | analyse, apply and adapt their own and others’ movement skills in a range of challenging movement situations to enhance performance in indoor, outdoor and aquatic settingsVC2HP10M01 |
|  |  | practise and apply basic movement strategies to achieve movement outcomesVC2HP4M02 | transfer familiar movement strategies to different movement situationsVC2HP6M02 | design and demonstrate how movement strategies can be manipulated to improve movement outcomesVC2HP8M02 | create and refine movement strategies to achieve successful outcomes across a range of challenging movement situationsVC2HP10M02 |
| explore different ways of moving their body safely when manipulating objects and moving through spaceVC2HPFM02 | investigate different ways of moving their body and manipulating objects and space, and draw conclusions about their effectivenessVC2HP2M02 | demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills VC2HP4M03 | investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomesVC2HP6M03 | demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomesVC2HP8M03 | apply movement concepts in new or challenging movement situations and analyse the impact they have on movement outcomesVC2HP10M03 |
|  |  | perform movement sequences that link fundamental movement skillsVC2HP4M04 | create and perform a variety of movement sequences, modifying the movement elements of time, effort, space, people and objectsVC2HP6M04 | adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, effort, space, people and objects can enhance performanceVC2HP8M04 | evaluate their own and others’ movement compositions and provide and apply feedback to enhance performance, including the impact of the movement elements of time, effort, space, people and objectsVC2HP10M04 |
| Sub-strand: Making active choices |
| *Students learn to:* |
|  |  | participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and wellVC2HP4M05 | participate in physical activities to investigate the body’s response to different levels of intensityVC2HP6M05 | participate in physical activities designed to improve fitness to investigate the impact of regular participation on health and wellbeingVC2HP8M05 | participate in and evaluate physical activities designed to enhance health, fitness and wellbeingVC2HP10M05 |
| participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically activeVC2HPFM03 | participate in a range of physical activities in outdoor environments and aquatic settings and investigate contextual factors and environments that make physical activity safe and enjoyableVC2HP2M03 | participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others’ safe participationVC2HP4M06 | participate in physical activities that enhance health and wellbeing in outdoor environments and aquatic settings and investigate the steps and resources needed to promote safe participationVC2HP6M06 | participate in physical activities that utilise community spaces, outdoor environments and aquatic settings safely, and evaluate strategies to support the increased use of these spacesVC2HP8M06 | participate in physical activities that promote health, safety and social outcomes in outdoor environments and aquatic settings to design and evaluate participation strategies for themselves and othersVC2HP10M06 |
|  |  | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendationsVC2HP4M07 | explore strategies to increase physical activity and reduce sedentary behaviour levels in their livesVC2HP6M07 | design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomesVC2HP8M07 | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve health-related fitness, health and wellbeing outcomes VC2HP10M07 |
| Sub-strand: Learning through movement |
| *Students learn to:* |
|  |  | apply creative thinking skills when solving movement problemsVC2HP4M08 | predict and test the effectiveness of applying different skills and strategies in a range of movement situationsVC2HP6M08 | propose, test and evaluate movement strategies and skills that would be most effective in different movement situationsVC2HP8M08 | transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situationsVC2HP10M08 |
| follow rules to promote fair play and inclusion in a range of physical activitiesVC2HPFM04 | co-construct and apply rules to promote fair play and inclusion in a range of physical activitiesVC2HP2M04 | apply rules and scoring systems to promote fair play and inclusion when participating in or designing physical activitiesVC2HP4M09 | devise and test rules and game modifications to support fair play and inclusive participationVC2HP6M09 | analyse modifications to equipment, rules and scoring systems that support fair play and inclusive participationVC2HP8M09 | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groupsVC2HP10M09 |
| cooperate with others when participating in physical activitiesVC2HPFM05 | apply strategies to work cooperatively when participating in physical activitiesVC2HP2M05 | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activitiesVC2HP4M10 | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilitiesVC2HP6M10 | practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activitiesVC2HP8M10 | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skillsVC2HP10M10 |