Health and Physical Education scope and sequence: Foundation to Level 2

| **Foundation** | **Levels 1 and 2** |
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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. |
| 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 world  VC2HPFP01 | describe their personal characteristics and those of others, and explain how they contribute to developing identities  VC2HP2P01 |
| name parts of the body and describe how their body is growing and changing  VC2HPFP02 | describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these  VC2HP2P02 |
| Sub-strand: Interacting with others | |
| *Students learn to:* | |
| practise personal and social skills to interact respectfully with others  VC2HPFP03 | identify and explore personal and social skills and strategies to develop respectful relationships  VC2HP2P03 |
| identify emotions they experience  VC2HPFP04 | identify how different situations influence emotional responses  VC2HP2P04 |
| explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy  VC2HPFP05 | practise strategies they can use when they need to seek, give or deny permission respectfully  VC2HP2P05 |
| Sub-strand: Contributing to healthy communities | |
| *Students learn to:* | |
| identify protective behaviours and rehearse help-seeking strategies that help keep them safe  VC2HPFP06 | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  VC2HP2P06 |
| identify health symbols, messages and strategies in their community that support their health and safety  VC2HPFP07 | investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing  VC2HP2P07 |
| 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 settings  VC2HPFM01 | practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settings  VC2HP2M01 |
| explore different ways of moving their body safely when manipulating objects and moving through space  VC2HPFM02 | investigate different ways of moving their body and manipulating objects and space, and draw conclusions about their effectiveness  VC2HP2M02 |
| Sub-strand: Making active choices | |
| *Students learn to:* | |
| participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically active  VC2HPFM03 | 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 enjoyable  VC2HP2M03 |
| Sub-strand: Learning through movement | |
| *Students learn to:* | |
| follow rules to promote fair play and inclusion in a range of physical activities  VC2HPFM04 | co-construct and apply rules to promote fair play and inclusion in a range of physical activities  VC2HP2M04 |
| cooperate with others when participating in physical activities  VC2HPFM05 | apply strategies to work cooperatively when participating in physical activities  VC2HP2M05 |