Introducing Health and Physical Education Version 2.0

The revised Victorian Curriculum F–10 Health and Physical Education will give Victorian students the best opportunity to develop the skills and knowledge to positively influence their own health and wellbeing and that of their communities. Health and Physical Education Version 2.0 is more streamlined for teachers to plan, assess and report on student learning.

Health and Physical Education Version 2.0 reflects the expertise of and feedback from Victorian teachers, as well as critical input from academic institutions, other educational jurisdictions and educational experts.

Health and Physical Education Version 2.0 develops the knowledge and skills students require for success in any of the VCE Health and Physical Education and similar VCE VET programs.

A structure that better supports Health and Physical Education discipline areas

* **‘Health Education’ and ‘Physical Education’ are included in the strand names** to clearly acknowledge the 2 related yet distinct bodies of knowledge. This enhances flexibility of school delivery and strengthens health education within the learning area.
* **Refined names more clearly represent the knowledge and skills contained within each sub-strand**: Identities and change, Interacting with others, Moving our bodies and Making active choices.
* **The Contributing to healthy communities sub-strand title has been retained** to encourage students to acknowledge and act on the factors that influence the health and wellbeing of not only themselves but others within their community.

Strengthened water safety and respectful relationships content

* All swimming and water safety content descriptions have been retained at Foundation to Level 6.
* **Explicit content description references to swimming and water safety are included throughout Levels 7 to 10**, including aquatic settings within the scope of outdoor environments that can be explored. This helps teachers recognise more clearly the mandated nature of swimming and water safety in the curriculum.
* **Health and Physical Education Version 2.0 is strengthened to be a critical pillar in a whole-school approach of teaching key issues**. For example, expanded and more explicit references are made to respectful relationships content, and sequences have been introduced for consent education, stereotypes and gender-based violence.

Clearer content descriptions and better aligned achievement standards

* **Teachability of content descriptions is enhanced** by better sequencing concepts and adding detail about what is intended to be taught and learnt.
* **Achievement standards and content descriptions align more closely**, which improves clarity on content to be taught and assessed. This helps enhance teacher confidence to apply the content descriptions and assess student achievement, and ultimately to better understand the continuum of learning.

Better sequencing of concepts

* **Reorganised content descriptions in the Movement and Physical Activity – Physical Education strand** ensure that the knowledge bases of movement skills, movement concepts, movement strategies and movement sequences each have an individual learning sequence, rather than a blended approach.
* **Concepts related to learning in and through outdoor environments are organised into an individual sequence of learning** within the Movement and Physical Activity – Physical Education strand. This promotes the rich, holistic learning that can occur in outdoor environments and highlights the connection of the Health and Physical Education curriculum with VCE Outdoor Education.

Other key revisions

* **The contemporary term ‘protective behaviours’ is used** to describe strategies to promote health and safety.
* **The learning sequence focused on strategies to enhance health, safety and wellbeing has been expanded** to include individuals, others and the community.
* **The term ‘outdoor environments’ is used to describe the setting for outdoor learning**, establishing consistency with the term used in VCE Outdoor Education. This sequence has been moved from the Personal, Social and Community Health – Health Education strand to the Movement and Physical Activity – Physical Education strand.

Foundation to Level 6

* Strengthened links with the Victorian Early Years Learning and Development Framework include the introduction of more learning based on play, exploration and investigation at Foundation to Level 2.
* A focus on naming body parts as foundational knowledge is retained within the growth and development component of sexuality and relationships education.

Levels 7 to 10

* An emphasis on the significance of starting secondary school includes adding strategies to manage changes (rather than just analysing) at Levels 7 and 8 in the change and transition learning sequence.
* First aid and CPR are specifically referred to at Levels 7 and 8 in the Contributing to healthy communities sub-strand.
* Refined content related to fitness has no specific differentiation between health- and skill-related fitness components, and personalised plans content is focused on health and wellbeing, rather than being specifically related to fitness.

► For more detailed revisions, see the [Health and Physical Education – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.