Health and Physical Education

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Health and Physical Education enables students to develop skills, knowledge, understanding, and a willingness to positively influence both their own health and wellbeing and that of their communities. In an increasingly complex world that is rapidly changing, it is critical that young people have the support and opportunities they need to flourish as healthy, safe, active and informed citizens.

Through the Health and Physical Education curriculum, students experience a curriculum that is contemporary, relevant, challenging and enjoyable, and that encourages movement. The Health and Physical Education curriculum is underpinned by interrelated propositions that require teachers to take a strengths-based approach with a focus on an educative purpose. Valuing movement and developing health literacy are integral to the learning area, while critical inquiry is recognised as an important teaching and learning approach that can build on important skills, knowledge and understandings.

Fundamental to physical education are the acquisition and application of movement skills, concepts and strategies across a range of contexts. Movement is a powerful medium for learning, through which students can acquire and practise physical, social, psychological and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that enable them to participate confidently and competently to support lifelong involvement in physical activity and enhanced movement performance. This includes learning in a range of contexts, including community, aquatic and outdoor environments, in order to promote a sense of wellbeing, enhance personal and social skills, and help students understand the concept of risk versus challenge.

Health education addresses contextual factors that influence the health, safety, relationships and wellbeing patterns of individuals, groups and communities. Students develop the critical understandings required to challenge discrimination, assumptions and stereotypes. They gain the skills needed to take positive action regarding diversity, inclusion, consent and respect in different social contexts. They learn about personal, social and emotional changes and transitions and develop a sense of their own and others’ identity and emotional responses. They also learn to access and evaluate health information in order to enhance their own and others’ health and wellbeing. Students develop personal and social skills through interacting with others in classrooms, outdoor learning environments and movement contexts.

## Aims

The Health and Physical Education curriculum will support students to:

* access, evaluate and synthesise information so that they can make informed choices and act to enhance and advocate for their own and others’ health, wellbeing, safety, and participation in physical activity across their lifespan
* develop and use physical, social, psychological and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
* acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
* engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
* engage in and create opportunities for regular physical activity, as individuals and for the communities to which they belong, which can enhance fitness, movement performance and wellbeing
* analyse how varied and changing personal and contextual factors shape both our health and physical activity.

## Structure

The Health and Physical Education curriculum is organised under 2 strands:

* Personal, Social and Community Health – Health Education. This strand focuses on the knowledge, understanding and skills needed to recognise healthy and safe choices.
* Movement and Physical Activity – Physical Education. This strand promotes appreciation of how movement, in all its forms, is central to daily life, functional requirements and active living.

Both strands must be taught in each year from Prep to Year 10. Each strand contains content descriptions, which are organised under 3 sub-strands.

|  |  |  |
| --- | --- | --- |
| **Strand** | **Personal, Social and Community Health – Health Education** | **Movement and Physical Activity – Physical Education** |
| **Sub-strands** | Identities and changeInteracting with othersContributing to healthy communities | Moving our bodiesMaking active choicesLearning through movement |

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Health and Physical Education, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8 and 10.

### Content descriptions

In Health and Physical Education, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

In Health and Physical Education, each elaboration ends with a cross-reference to one or more of the 12 focus areas that are expected to be addressed in each band of learning (see the Learning in Health and Physical Education section for more information).

## Learning in Health and Physical Education

Health and Physical Education can be delivered in a variety of ways to suit the school context. This program can be taught as discrete units/subjects or in an integrated manner that links content descriptions across sub-strands for Personal, Social and Community Health – Health Education and Movement and Physical Activity – Physical Education.

### Focus areas

The content descriptions in Health and Physical Education are expected to be taught through 12 focus areas. These focus areas provide the breadth of learning students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. The band descriptions and content elaborations provide guidance in how each focus area can be addressed in each band.

Schools and teachers must decide on the specific timing of individual aspects of each focus area being taught. These planning decisions should consider local needs, available resources, students’ readiness and community priorities. It is important to note that multiple focus areas can be addressed together within a specific learning activity, such as ‘Alcohol and other drugs’ and ‘Safety’.

Across the Health and Physical Education curriculum, from Foundation to Level 10, there are 12 focus areas that must be addressed in each level or band of learning:

* 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)

Further information on the scope of each focus area can be found in the [Health and Physical Education Introduction](https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction) webpages.

### The role of Health and Physical Education in a whole-school approach

Curriculum is a core platform in a whole-school approach to promoting health and wellbeing. This approach emphasises the importance of the broader school and community environments in shaping health and wellbeing. Learning in Health and Physical Education builds health literacy and values movement, helping students to understand how school and community environments affect their health and wellbeing. When this learning is validated and reinforced across the school and wider school community, healthier and safer school and community environments are created.

A safe, healthy and supportive school environment may be enriched through health-promoting and equitable school policies and processes, and partnerships with parents, community organisations and specialist services.

Whole-school approaches are particularly important for the implementation of teaching and learning on key issues, such as:

* child safety and abuse prevention
* alcohol and other drug use
* sexuality and relationships education (including consent education)
* respectful relationships education
* building resilience
* health and lifestyle
* bullying
* road safety.

When implementing programs around these issues, schools should work in partnership with parents and the wider school community to ensure the learning is evidence-based and appropriate for their local school context.

### Health and Physical Education propositions

Health and Physical Education is shaped by 5 interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum. These propositions are shown in Figure 1.



Figure 1: The interrelated propositions that underpin the Health and Physical Education curriculum

These interrelated propositions provide a framework for exploring the learning described in Health and Physical Education. Individually and collectively, the propositions should guide program planning and pedagogy.

#### Educative purposes

Health and Physical Education emphasises the importance of learning opportunities that explicitly teach the knowledge, understanding and skills described in the curriculum through authentic and meaningful learning contexts. Teachers should be able to articulate what knowledge, understanding and skills they are developing, reinforcing and/or applying during a lesson, unit or assessment.

When this proposition is applied as part of the planning process, teaching and learning programs:

* include purposeful learning experiences
* are developmentally appropriate and clearly articulate how the learning is aligned to achievement standards and content.

#### Strengths-based approach

A strengths-based approach recognises that students have varying levels of access to the personal skills, strengths, assets and community resources they need to maintain and promote their own and others’ wellbeing. Health and Physical Education recognises that contextual factors impact people’s decisions and behaviours in relation to their health, safety, wellbeing and participation in physical activity.

A strengths-based approach takes a positive view of health, rather than focusing only on potential health risks or a deficit model of health. A stronger focus on supporting students to develop the knowledge, understanding and skills that will enhance their own and others’ health and wellbeing is a feature of a strengths-based approach.

Applying a strengths-based approach requires teachers to view participation in health and physical activity as a process that students need to make sense of for themselves, rather than a single outcome students need to achieve.

When this proposition is applied as part of the planning process, teaching and learning programs:

* support students to find solutions and plans of action that work for them as individuals, rather than promoting a ‘one-size-fits-all’ approach to being healthy, safe or active
* explore strategies to access community resources and the role individuals play in contributing to the health, safety and wellbeing of their families and communities.

#### Valuing movement

Movement in all its forms is central to daily life. It meets functional requirements and provides opportunities for active living. Valuing movement means recognising participation in physical activity and sport as significant social practices. Physical education develops knowledge, understanding, skills and dispositions through meaningful movement experiences to support ongoing participation in physical activity across the lifespan. It emphasises the development, transfer and adaptation of movement skills and understandings within and across different movement contexts. When planning movement experiences, teachers must be careful not to value certain movement skills and contexts over others, which may unintentionally privilege or marginalise some students.

When this proposition is applied as part of the planning process:

* movement is identified as not only content to be taught, but also a context for learning
* programs explore and value diverse ways of moving and reasons for moving
* programs engage and challenge all students in and through movement.

#### Health literacy

Health literacy is an individual’s ability to access, understand, interrogate and use health information and services to promote the health and wellbeing of themselves and others. Consistent with a strengths-based approach, health literacy is a personal and community asset. Health education focuses on developing knowledge, understanding and skills related to 3 dimensions of health literacy: functional, interactive and critical. The curriculum promotes the progressive development of health literacy skills using a critical inquiry approach. First, students can access and apply information to respond to a health-related question. Then, they can independently apply new information to changing health contexts. Finally, they can selectively access, analyse, evaluate and synthesise health information from a variety of sources to actively promote their own and others’ health and wellbeing.

When this proposition is applied as part of the planning process, teaching and learning programs:

* help students become critical consumers of health information who can critique the reliability of published content from a range of sources
* provide opportunities to access, critique and use relevant and meaningful health information and support networks
* encourage students to apply their health knowledge and skills in a variety of complex and meaningful contexts.

#### Critical inquiry approach

Health and Physical Education promotes a critical inquiry approach to examining the information, ideas and views that are commonly expressed in the media and society. This approach is key to the development of health literacy. Health and Physical Education also recognises that contextual factors, which often fall outside of an individual or a community’s control, influence lifestyle choices. We often see these factors referred to as the social determinants of health. Each of the focus areas draws explicit attention to these determinants, which powerfully shape our health. A critical inquiry approach develops skills to research, analyse, apply and appraise knowledge to investigate meaningful, real-life situations and problems and respond with creative solutions or alternatives. Additionally, a critical inquiry approach develops and refines the skills needed to make sense of social, cultural and political issues from personal perspectives based on lived experiences. Critical inquiry helps students build and consolidate health literacies.

When this proposition is applied as part of the planning process, teaching and learning programs:

* provide frequent opportunities for students to challenge, question and interrogate knowledge and assumptions in the health and movement fields
* encourage students to use a critical lens when interrogating information and ideas commonly expressed in society
* recognise that efforts to be and remain healthy, safe, well and active are shaped by a range of social, economic and political contextual factors that significantly impact on health.

### Victorian priority areas

Swimming and water safety and respectful relationships must be taught in schools, as they are key Victorian priority areas.

#### Swimming and water safety

From 2017, the Victorian Curriculum has required swimming and water safety education to be taught as part of Health and Physical Education. This priority supports research from Life Saving Victoria, which shows that the development of knowledge and skills relating to survival swimming and basic water safety can significantly reduce a child’s drowning risk and enhance community safety.

Within the Health and Physical Education curriculum, content descriptions and elaborations relevant to developing swimming and water safety skills and knowledge can be found across all levels from Foundation to Level 10.

The Health and Physical Education curriculum includes 4 focus areas that refer specifically to swimming and water safety. These are:

* safety (including safe practices when near water, sun safety, first aid etc.)
* challenge and adventure activities (such as triathlon, water polo, lifesaving education programs in aquatic environments)
* fundamental movement skills (such as floating and moving the body through water)
* lifelong physical activities (health-related fitness activities such as recreational swimming).

The Victorian Water Safety Certificate, a Victorian Government initiative, describes specific competencies that should be achieved by the end of primary school. These competencies identify the knowledge and skills students need to safely enjoy water-based activities in calm and shallow aquatic environments. The competencies focus on water safety knowledge, rescue skills, underwater skills, lifesaving, survival sequences and the ability to swim a continuous distance of 50 metres.

Further information to help teachers plan and implement swimming and water safety education will be provided as a curriculum resource in 2024.

#### Respectful relationships

Evidence from the World Health Organization and the Royal Commission into Family Violence supports educating children about respectful relationships. This helps children develop an understanding of healthy relationships, and teaches that respect is key to preventing family violence in the future.

The Victorian Curriculum provides the basis for teaching and learning about respectful relationships, and identifies the knowledge, skills and understanding that students need in order to engage in respectful relationships.

Specifically, the Health and Physical Education curriculum provides the context for teaching about respectful and safe relationships through the following focus areas:

* relationships and sexuality – focuses on establishing and managing respectful relationships
* safety – addresses safety issues that students may encounter in their daily lives, including in the home.

Within the Personal, Social and Community Health – Health Education strand, content descriptions and elaborations relevant to developing knowledge and skills to establish and manage respectful relationships can be found in all sub-strands and across all levels from Foundation to Level 10. Teaching these aspects of the curriculum will meet the outcomes of respectful relationships.

The sub-strands contain the following themes.

##### Identities and change

* The development of personal identity, including gender and sexual identity
* The influence of gender stereotypes on developing respectful relationships

##### Interacting with others

* The development of personal and social skills necessary for respectful relationships
* Exploring emotional responses and how these affect relationships
* Skills and strategies required to seek, give or deny consent respectfully

##### Contributing to healthy communities

* Examining and evaluating health information, services and messaging that influences health and wellbeing decisions and behaviours (including relationships) in the community, and the influence this has on individual attitudes and actions. This includes a focus on physical and social environments and taking action that can help challenge attitudes and behaviours such as homophobia, sexism, prejudice, violence, discrimination and harassment
* Providing opportunities to practise protective behaviours and help-seeking strategies

### Safety and wellbeing (including sensitive issues)

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the learning area. Principals and teachers must ensure that appropriate precautions and safety measures are taken to minimise any potential risk to students. The implementation of effective safety management plans and processes should ensure that all activities are conducted safely. This includes ensuring that all rules and regulations for the conduct of practical activities in physical education are rigorously followed. Teachers at government schools should refer to the [Department of Education’s Safety Guidelines](https://www2.education.vic.gov.au/pal/physical-and-sport-education-safety/policy) for Physical and Sport Education. Teachers at Catholic and independent schools should refer to their sector authorities for advice on safety and wellbeing policies.

The Health and Physical Education curriculum includes a number of topics within the focus areas that need to be handled sensitively. These topics include:

* relationships and sexuality – sexuality, relationships, consent education, and violence prevention education, including domestic and gender-based violence (teachers at government schools should refer to the [Department of Education’s Sexuality and Consent Education policy](https://www2.education.vic.gov.au/pal/sexuality-education/policy) and [Department of Education’s Respectful Relationships whole-school approach guidelines](https://www.schools.vic.gov.au/respectful-relationships-whole-school-approach); teachers at Catholic and independent schools should refer to their sector authorities)
* mental health and wellbeing – mental illness, suicide and body image, including eating disorders, other addictions, trauma and loss
* alcohol and other drugs – substance abuse and addiction
* food and nutrition – relationships with food
* safety – road trauma.

The approach taken in addressing these issues should be consistent with the school ethos, community and parental expectations, and the prescribed guidelines of the relevant educational sector. Schools are encouraged to communicate with parents/guardians regarding sensitive issues and content that will be taught within the curriculum.

#### Disclosure

When discussing topics such as human relationships or sexuality there is a possibility that students may disclose personal information such as details about sexual preference, abuse or family violence. Teachers need to use strategies to minimise the risk of harmful disclosure in the classroom, such as:

* prior to teaching sensitive topics, making it clear that students should not tell personal stories or disclose their own or others’ experiences in class
* engaging in protective interrupting – that is, interrupting a student before they disclose
* informing the student that personal issues can be discussed privately outside class.

#### Mandatory reporting of child abuse

In Victoria, teachers are mandated to make a report to the Department of Health and Human Services Child Protection if they form a reasonable belief that a student is in need of protection because they are at risk of harm or neglect, or if a teacher holds a reasonable belief that a student is being subjected to physical or sexual abuse. Teachers should refer to the Child Protection – Reporting Obligations section of the Victorian Government Schools Policy and Advisory Guide.

### Physical education and sport education delivery requirements

All Victorian government schools must conduct the minimum delivery times for physical education and sport education.

The Department of Education policy [Physical Education and Sport Education – Delivery Requirements](https://www2.education.vic.gov.au/pal/physical-and-sport-education-delivery-requirements/policy) outlines the mandated amount of physical education for all Victorian government schools and can act as a guide for all schools.

# Curriculum

## Foundation

### Level description

In Foundation, learning in Health and Physical Education builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences. From Foundation to Level 2, priority is given to the development of movement skills, participation in physical activity, and the development of safe and healthy personal practices.

Students learn through exploration and play, investigating health and movement concepts in their own lives. They continue to develop an understanding of identity and wellbeing, and of how they connect and contribute to their world and those of others.

Students take increasing responsibility for their own health and physical wellbeing. They strengthen dispositions for learning, including curiosity, confidence, cooperation, experimentation and investigation.

Students strengthen their communication skills by exploring and applying strategies to interact respectfully with others. They develop their understanding of emotions, fairness, diversity and community health messages to keep themselves and others healthy and safe.

Through the continued development of fine and gross skills, object manipulation skills and spatial awareness, students gain a stronger sense of movement competence, appreciate the personal benefits of being physically active and develop increasing confidence to participate in a range of physical activities, in indoor, outdoor and aquatic settings.

In Foundation, students practise and develop locomotor and non-locomotor skills, including balancing, running and jumping, and object control skills, including rolling, bouncing, throwing, catching and kicking a range of different objects.

Through participation in active play, small-group games and minor games, students explore ways to interact respectfully with others in physical activities, learn to move safely, and investigate why and how following rules promotes fair play.

### 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.

### Content descriptions and elaborations

#### Strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| investigate who they are and the people in their worldVC2HPFP01 | * making personal connections with stories that explore identity and belonging; discussing who they are, where they come from and people in their lives (MH, RS)
* understanding similarities and differences in Aboriginal and Torres Strait Islander family structures and family structures in other cultures (MH, RS)
* exploring cultural practices from different cultures, including the cultures of Asia, that are important to individuals, families and communities (MH)
* identifying different families in their communities, for example 2-parent, single-parent, extended, blended and same-sex families (MH)
* identifying ways they use their strengths when participating in different types of play, games and activities across a variety of settings to help themselves and others to be successful, such as in cooperative play, partner and group physical activities and classroom games (AP, RS)
* recognising the uniqueness of different people in a team and classroom and acknowledging the right for everyone to belong and contribute (MH)
 |
| name parts of the body and describe how their body is growing and changingVC2HPFP02 | * recognising how bodies grow and change over time (RS)
* recording and mapping growth on individual and group growth charts (RS)
* identifying private parts of the body and understanding the contexts in which body parts should be kept private (RS, S)
 |

##### Sub-strand: Interacting with others

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| practise personal and social skills to interact respectfully with othersVC2HPFP03 | * explaining their actions in response to challenging situations in shared play experiences (AP, RS)
* practising personal skills, such as expressing needs, wants and feelings, active listening and showing self-regulation, to be an effective group member at home and at school (RS)
* identifying behaviours that are respectful, inclusive and safe during play (MS, RS, S)
* discussing how it feels to be included in activities (AP, HBPA, RS)
* exploring personal and social skills through texts and digital media to identify different ways of interacting respectfully (RS)
 |
| identify emotions they experienceVC2HPFP04 | * identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused (MH, RS, S)
* learning and using appropriate language and actions to communicate their feelings in different situations (MH, RS)
* recalling and sharing emotional responses to different situations and representing these in a variety of ways (MH)
* reading and viewing stories about adventures, and talking about how characters feel and react when taking risks or responding to emergencies (MH, RS, S)
* talking about connections between feelings, body reactions and body language (MH, RS)
* expressing a variety of emotions and thoughts in a range of situations (MH, RS)
 |
| explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomyVC2HPFP05 | * recognising that all people have the right to body autonomy: the right to make choices about what others ask them to do with and to their bodies (RS, S)
* identifying and negotiating roles and demonstrating awareness of rights (including body autonomy, sharing possessions and personal space) through guided play experiences (RS, S)
* practising behaviours that show respect for different perspectives and ideas through imaginative and shared play experiences (AP, RS, S)
* exploring the importance of asking for permission and giving permission when sharing or negotiating in play, and respecting someone’s right to say no (RS, S)
 |

##### Sub-strand: Contributing to healthy communities

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| identify protective behaviours and rehearse help-seeking strategies that help keep them safeVC2HPFP06 | * exploring protective behaviours and help-seeking strategies they can use, such as identifying early warning signs and knowing who they can ask for help when they or others feel unsafe or uncomfortable (MH, RS, S)
* identifying and naming a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared, and practising different ways of asking for help in a range of different scenarios (MH, RS, S)
* identifying situations and spaces that are safe for them and recognising the importance of seeking help from a trusted adult if they feel unsafe, such as while online and when using digital tools or when playing at a park (MH, RS, S)
* identifying characters in different texts who help the main character to stay safe and healthy (MH, RS, S)
 |
| identify health symbols, messages and strategies in their community that support their health and safetyVC2HPFP07 | * identifying household substances that are dangerous, and explaining what symbols are used to identify the danger (S)
* identifying and trying a wide range of fruits and vegetables and describing how eating fruits and vegetables makes them feel (FN)
* recognising and following safety symbols and procedures to keep themselves and others safe at home and in water and road environments (S)
 |

#### Strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settingsVC2HPFM01 | * applying different locomotor skills to move from one point to another (AP, FMS)
* combining fine and gross motor skills in increasingly complex patterns (AP, FMS)
* propelling, receiving and controlling objects at different levels and in different ways (AP, FMS)
* performing a range of water confidence skills such as floating with a buoyancy aid and putting their face in the water (FMS, LLPA, S)
* demonstrating how to transfer weight from one part of the body to another (AP, FMS, RE)
* responding with movement to rhythm, beat, music and words (FMS, RE)
 |
| explore different ways of moving their body safely when manipulating objects and moving through spaceVC2HPFM02 | * suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making judgements about which are most effective and which movements and equipment they prefer (AP, FMS, RE)
* participating in games that require them to be aware of personal safety in relation to game boundaries, rules and safe use of equipment (AP, FMS, S)
* manipulating equipment in a range of different movement situations and tasks, including in minor games, imaginative play and when practising fundamental movement skills (AP, FMS, RE)
* demonstrating spatial awareness when moving around, under, over and through objects and people in indoor and outdoor environments confidently and safely (AP, FMS, RE, S)
 |

##### Sub-strand: Making active choices

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| participate safely in a range of activities in outdoor environments and aquatic settings and explore the benefits of being physically activeVC2HPFM03 | * participating in children’s games from Aboriginal and Torres Strait Islander cultures, such as the different Yulunga games, and discussing what they enjoyed about these games and similarities to other games (AP, FMS)
* identifying risks, developing self-regulation and seeking support if required when moving and playing in outdoor environments (AP, S)
* exploring a range of ways to play and be active and participate safely in outdoor environments and aquatic settings (AP, CA, HBPA, S)
* discussing opportunities to be active in spaces in and around their homes (AP, HBPA)
 |

##### Sub-strand: Learning through movement

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| follow rules to promote fair play and inclusion in a range of physical activitiesVC2HPFM04 | * identifying and describing actions that would constitute fair play while participating in a range of minor games and activities (AP, FMS, RE, S)
* demonstrating how to play fairly in a range of minor games and play situations (AP, FMS, RE, S)
* discussing rules of different games that relate to safety, boundaries and appropriate use of equipment (AP, FMS, RE, S)
* demonstrating that following rules allows everyone to participate in games and activities (AP, FMS, RE, S)
 |
| cooperate with others when participating in physical activitiesVC2HPFM05 | * working with a partner or small group to complete a movement task or challenge (AP, FMS, RE)
* mirroring a partner while moving to music (AP, RE)
* using words and body language to communicate intentions clearly and respectfully during active play, small-group activities and minor games (AP, FMS, RE, RS)
* achieving agreed outcomes when participating in physical activities by listening to and cooperating with others (AP, FMS, RE, RS)
* practising turn-taking and sharing equipment when participating in play, small-group activities and minor games (AP, FMS, RE, S)
 |

## Levels 1 and 2

### Band description

In Levels 1 and 2, the curriculum builds on the learning from Foundation. Priority is given to the development of movement skills, participation in physical activity, and the development of safe and healthy personal practices.

Through exploration and play, students investigate health and movement concepts and how they affect their lives and the lives of others. They also strengthen dispositions for learning, including curiosity, confidence, cooperation, investigation and application.

Students explore personal characteristics and contextual factors that contribute to and influence identities, and understand the importance of assertive actions to ensure interactions with others are respectful and safe. As relationships with others are formed, students develop an understanding of reciprocal rights and responsibilities, and the ability to see things from other people’s viewpoints.

Students strengthen their communication skills by identifying and applying strategies to interact respectfully with others, and develop a deeper understanding of how emotions, fairness, diversity and community health messages contribute to keeping themselves and others healthy and safe.

Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits and the things they enjoy about them.

Students are supported in increasing the range and complexity of their fundamental movement skills. They refine and extend the skills learnt in Foundation to include locomotor skills such as rolling, leaping, skipping, galloping and dodging, and object control skills such as striking and kicking objects from the ground or that are moving towards them.

Through participation in active play, small-group games and minor games, students apply different ways to move safely, and investigate how to select and apply fundamental movement skills individually, in groups and in teams in a range of movement situations, across indoor, outdoor and aquatic settings.

### Achievement standard

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 and elaborations

#### Strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| describe their personal characteristics and those of others, and explain how they contribute to developing identitiesVC2HP2P01 | * describing the personal qualities of characters in stories and how they are similar to and different from their own (MH)
* describing how people who identify as Aboriginal and/or Torres Strait Islander have a unique cultural identity and how the contributions from family influence this (MH, RS)
* exploring examples of cultural practices, including those of Australians of Asian heritage, that recognise the contributions of family and friends to identities (MH, RS)
* identifying the benefits of having people with diverse skills and abilities in a team or classroom (MH, RS)
* participating in games and physical activities and describing how their own and others’ personal skills and abilities contribute to successful engagement in groups (AP, MH)
* describing personal achievements and sharing how they felt and how these influenced their personal identities (MH)
 |
| describe physical and social changes that occur as children grow older and discuss how family and community acknowledge theseVC2HP2P02 | * describing changes in their physical appearance now compared to when they were younger (RS)
* identifying and describing significant relationships in their lives and how these have evolved or changed over time (RS)
* identifying friendships and how they are similar or different to when they were younger, such as when they were in kindergarten (RS)
* discussing ways families and cultural groups acknowledge and celebrate major stages of development (RS)
* discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger (RS)
 |

##### Sub-strand: Interacting with others

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| identify and explore personal and social skills and strategies to develop respectful relationshipsVC2HP2P03 | * identifying characters in texts (fictional and non-fictional) who demonstrate respect and cooperation to develop respectful relationships (RS)
* identifying characters in texts who demonstrate respect for different types of families and carers, including those of different cultures, abilities or compositions (RS)
* discussing strategies we can use to show respect to people of different cultures, including Aboriginal and Torres Strait Islander Peoples, and to acknowledge difference using appropriate language (MH, RS)
* describing behaviours that keep themselves and others safe and help them feel respected, including the use of appropriate verbal and body language and physical behaviours (MH, RS, S)
* exploring strategies to understand and manage bullying behaviours (MH, RS)
* exploring how people feel when they are included in and when they are excluded from groups and activities (AP, MH, RS)
 |
| identify how different situations influence emotional responsesVC2HP2P04 | * recognising their own emotions and demonstrating ways to manage how they express their emotions in different situations (MH, RS)
* exploring self-regulation strategies to manage emotional responses, such as balloon breathing, counting down from 10 and mindfulness (MH, RS)
* identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact these responses can have on others (MH, RS)
* identifying how someone might feel, think and act during an emergency through role-play and imaginative play (MH, RS, S)
* predicting how a person or character in a story might be feeling based on the words they use, their facial expressions and body language (RS)
* recognising positive emotions in themselves and others and exploring different ways people express these emotions (MH, RS)
 |
| practise strategies they can use when they need to seek, give or deny permission respectfullyVC2HP2P05 | * practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures (MH, RS, S)
* practising ways to interact with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality (RS)
* exploring situations where they need to seek, give or deny permission and practising strategies to assert themselves; for example, saying no to inappropriate touching (MH, RS, S)
 |

##### Sub-strand: Contributing to healthy communities

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safeVC2HP2P06 | * identifying the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses (MH, S)
* discussing the importance of seeking help when problems are too big to solve by themselves (MH, S)
* identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading basic signs to identify safe places, calling triple zero, locating services or local organisations they can contact in case of emergency and solving a problem with friends (S)
* exploring and planning strategies they can use at school and at home that promote safe use of digital tools (MH, S)
* recognising photos and locations of safe places and a network of people who can help, and identifying a list of those in their network (RS, S)
* explaining how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe (MH, S)
 |
| investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeingVC2HP2P07 | * identifying poison labels and medicine packaging and understanding why it is important to ask an adult before taking medicines (AD, S)
* exploring sustainable practices that students can implement at school to improve the health and wellbeing of the class, such as composting food waste, creating an edible garden and reducing single-use plastics (FN)
* identifying and explaining different safety signs and symbols in their community, such as water safety and road safety signs and messages (S)
* investigating health messages they receive from school, home and the community and discussing how these messages keep them safe and help them make better health and wellbeing decisions, such as dental hygiene, sun safety, appropriate use of digital technology and road safety (S)
* identifying different types of advertising that influence choices about food (FN)
 |

#### Strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settingsVC2HP2M01 | * performing locomotor movements using different body parts to travel in different directions (AP, CA, FMS, RE)
* selecting and implementing different movement skills to be successful in a range of games and movement situations, such as an obstacle course (AP, CA, FMS)
* performing fundamental movement skills to control objects with equipment and different parts of the body (AP, FMS)
* practising gliding forwards and backwards in the water using arm and kicking movements (FMS, LLPA, S)
* demonstrating balances and describing what helps to maintain stable positions (AP, FMS, RE)
 |
| investigate different ways of moving their body and manipulating objects and space, and draw conclusions about their effectivenessVC2HP2M02 | * demonstrating changes in speed, direction and level as they use locomotor and non-locomotor skills in sequences (AP, FMS)
* inventing new games, based on rules and equipment from familiar games, and drawing conclusions about whether the rules and choice of equipment provide for an interesting, challenging and enjoyable game (AP, FMS)
* using stimuli such as equipment, rhythm, music and words to create simple playground games and assessing which games they enjoy most (AP, FMS, RE)
* using different equipment or skills to solve a movement challenge and explaining why particular equipment or skills were more successful to solve the challenge (AP, FMS)
* participating in activities that require students to move around different outdoor spaces and discussing which types of movement are most appropriate to move around safely and efficiently (AP, CA, S)
* comparing different types of movements with and without equipment and identifying which ones are easier and harder and why this might be the case (AP, FMS, RE)
 |

##### Sub-strand: Making active choices

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| 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 | * participating in traditional Aboriginal and Torres Strait Islander Peoples’ games and discussing how these games have similar origins to games they have previously experienced (AP, FMS)
* recognising the physical features in a range of different environments, including outdoor environments, that make physical activity in these spaces enjoyable, such as play equipment and spaces for imaginative play (AP, CA, S)
* participating safely in physical activities in outdoor and aquatic environments within the school or local community and explaining the benefits of being physically active in these environments (AP, CA, FMS, S)
* participating in a range of minor games and discussing what makes them enjoyable (AP, FMS)
* comparing the characteristics and benefits of physical activities that take place in an outdoor environment to those that take place inside (AP, CA, FMS)
 |

##### Sub-strand: Learning through movement

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| co-construct and apply rules to promote fair play and inclusion in a range of physical activitiesVC2HP2M04 | * discussing what is fair and unfair when developing rules and co-constructing a set of rules that are fair and inclusive for all (AP, FMS, RS, S)
* discussing changes to rules that will make an activity fairer or more inclusive of all learners (AP, FMS, S)
* explaining how rules contribute to fair play and applying them in group activities (AP, FMS, RS)
* creating or adapting a game with others and co-constructing rules that make the game fun, safe, fair and inclusive (AP, FMS, RS, S)
 |
| apply strategies to work cooperatively when participating in physical activitiesVC2HP2M05 | * working cooperatively with a partner when practising new skills (AP, CA, FMS, RE)
* suggesting and trialling how a game can be changed so that everyone can be involved (AP, RS, S)
* demonstrating appropriate language (including verbal and non-verbal language, body language and gestures) when encouraging and including others in games and physical activities (AP, CA, FMS, RE, S)
* demonstrating turn-taking and sharing equipment when participating in cooperative learning activities and minor games (AP, FMS, RE)
 |

## Levels 3 and 4

### Band description

In Levels 3 and 4, the curriculum builds on each student’s prior learning. During this time, students are further developing their understanding of themselves and others, and the changing world in which they live.

Through health and movement contexts, students develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Students explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. As they continue to build relationships, they develop an understanding of the importance of empathy, diversity, respect and inclusion in initiating and maintaining respectful relationships.

As students enhance their capacity to take responsibility for their health and wellbeing, they examine community health messages and how these influence their own and others’ actions and decisions about physical activity and health.

Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced from Foundation to Level 2 and apply these to a variety of movement situations in a range of settings, including indoor, outdoor and aquatic.

Students combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contextsVC2HP4P01 | * explaining how characters in stories overcome challenge and adversity and achieve success in different ways (MH)
* discussing and acknowledging how Aboriginal and Torres Strait Islander Peoples’ pride in their cultural background strengthens identities (MH)
* discussing how overcoming challenge or adversity together can unite a group of people (MH, RS)
* exploring strategies individuals can use to show others they accept and value them as a member of a team, class, school and community (MH)
* recognising how success, challenge, failure and enjoyment of games and physical activities in different settings (classroom, playground, outdoor environments) influence identities (AP, CA, GS, MH, RS)
 |
| plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changesVC2HP4P02 | * discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes affect the way they think and feel about themselves and different situations (MH, RS)
* identifying people or sources of information they can access if they have questions about the changes that occur during puberty (RS)
* understanding the nature of family support networks in communities, including for Aboriginal and Torres Strait Islander Peoples, and discussing how a wide range of family and community members support young people when they are going through changes and transitions (MH, RS)
* practising and refining coping skills they can use when faced with challenges or changes, such as positive self-talk, problem-solving, mindfulness, and seeking help from families, peers and teachers (MH, RS)
* identifying scenarios in texts where characters experience and react to change and transition, exploring the effectiveness of these responses and identifying other possible options that may be helpful (RS)
 |
| describe how choices and actions can be influenced by stereotypesVC2HP4P03 | * exploring different gender stereotypes in texts and media, and discussing the messages they portray and how they can influence choices and actions (RS)
* recognising that unfair or unequal treatment of people based on their gender, abilities or other differences is wrong and against their human rights (RS)
* describing ways to make roles and responsibilities at home, at school and in communities fair, equitable and inclusive (RS)
* practising ways in which they can contribute to people of different genders and abilities being treated in fair, equitable and inclusive ways (MH, RS)
 |

##### Sub-strand: Interacting with others

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| select, use and refine personal and social skills to establish, manage and strengthen relationshipsVC2HP4P04 | * predicting and reflecting on how other students might feel in a range of challenging situations, such as when being excluded from a game or when experiencing name-calling, and discussing what they can do to support them (MH, RS, S)
* describing characters in texts who have demonstrated respect for difference and diversity in individuals and communities, and exploring the strategies they used to do this (RS)
* discussing how demonstrating respect and empathy towards people of different cultural backgrounds, including Aboriginal and Torres Strait Islander Peoples, can build positive relationships (MH, RS)
* recognising that bullying behaviour can take many forms, including online, and proposing strategies to address bullying in and out of school (MH, RS, S)
* describing behaviours that show empathy and respect for the rights of others at home, at school and in the community (MH, RS)
 |
| describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communitiesVC2HP4P05 | * planning ways to celebrate the cultural diversity of students in their class, such as sharing recipes, stories and games from their cultural heritage (MH, RS)
* researching and participating in games from their own and others’ cultural heritage, and learning why games are important to build cultural awareness and appreciation (AP, MH, RS)
* identifying behaviours that are respectful, inclusive and safe during play (RS, S)
* describing and practising safe upstander actions when they notice unfair or disrespectful behaviour towards others (MH, RS)
* recognising and understanding the important role of narratives in describing the diversity of Aboriginal and Torres Strait Islander Peoples’ cultures and the cultures of Asia, and sharing beliefs and practices across all cultures (MH, RS)
 |
| explain how and why emotional responses can vary and practise strategies to manage their emotionsVC2HP4P06 | * recognising how the depth and strength of their own emotional responses may vary in different situations and practising strategies to manage emotions (MH)
* reviewing scenarios and identifying possible triggers and warning signs to predict emotional responses (MH)
* exploring scenarios and identifying how someone might respond in a helpful way during an emergency (S)
* explaining how characters in texts use strategies to identify and manage their emotions before deciding to act (MH)
* implementing self-regulation strategies to manage the expression of emotional responses (MH)
 |
| 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 | * practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared (RS, S)
* exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent, including in online environments (RS, S)
* exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations such as when someone posts an embarrassing picture online without their permission, touches private parts of their body, or uses violence against them (RS, S)
* exploring a variety of relevant situations where permission or consent may be required and developing an understanding of why permission may be required (RS, S)
 |

##### Sub-strand: Contributing to healthy communities

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the communityVC2HP4P08 | * describing protective behaviours to stay safe in different situations, including water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe (S)
* describing warning signs (physical, social and external), such as increased heart rate or feeling fear, that can help them to know if they are safe or unsafe (S)
* identifying trusted adults they can talk to if they feel unsafe and practising how to talk to people if they feel unsafe (MH, RS, S)
* identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations arise, such as seeking help from trusted adults when reporting negative or harmful online behaviour (MH, S)
* using texts, videos and online scenarios as sources to discuss different protective behaviours and help-seeking strategies they could use to keep themselves and others safe (MH, S)
 |
| interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behavioursVC2HP4P09 | * accessing different sources of health information and identifying the accuracy of these sources, including brochures, websites, TV shows and advertisements, online promotions and food labels (FN, HBPA, MH, RS, S)
* examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages (AD, FN, HBPA, MH, RS, S)
* investigating the level of influence health messages from different people and sources may have on their health decisions and the validity of these sources of information (AD, FN, HBPA, MH, RS, S)
* researching health messages or campaigns in their community and creating their own campaigns to promote positive health messages, such as creating positive mindset cards for classrooms at school, providing active play equipment at lunchtime, and assembly presentations (AD, FN, HBPA, MH, RS, S)
 |
| investigate and apply strategies that contribute to their own and others’ health, safety, relationships and wellbeingVC2HP4P10 | * identifying how medications and other substances can be stored safely in the home and at school (AD, S)
* reflecting on how the consumption of nourishing foods makes them feel, and how our bodies tell us when we are full or hungry (FN)
* discussing the importance of a sense of belonging and its connection to positive mental health and wellbeing (MH)
* explaining how characters in texts take responsibility for their own and others’ safety in a range of situations, including water and road environments and when in the sun (S)
* identifying ways they can change their behaviours to support sustainability in their home, school or community; for example, recycling or composting systems to minimise waste in the school, and community fruit and vegetable gardens to create healthy and sustainable lunches or snacks (FN)
* practising strategies for enhancing mental wellbeing such as positive self-talk, breathing techniques, mindfulness and meditation (MH)
 |

#### Strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settingsVC2HP4M01 | * performing activities where locomotor and object control skills are combined to complete a movement, task or challenge, such as dribbling a ball while moving, or moving to catch a ball in a modified court or field game (AP, FMS, GS)
* exploring and practising different techniques to propel objects towards a range of targets from various distances (AP, FMS, GS)
* performing fundamental movement skills to demonstrate weight transference in different physical activities, such as when striking, propelling objects and performing locomotor activities (AP, FMS, GS, RE)
* refining striking skills using a variety of equipment and exploring modifications to technique when striking for accuracy and distance (AP, FMS, GS)
* coordinating kicking with arm movements to move the body through the water using different types of strokes (FMS, LLPA, S)
 |
| practise and apply basic movement strategies to achieve movement outcomesVC2HP4M02 | * planning and performing strategies to be successful in a range of minor and small-sided games such as tag games, target games and net/court games (AP, FMS, GS)
* demonstrating how movement strategies can be applied to create scoring opportunities in invasion games (AP, FMS, GS)
* manipulating their centre of gravity to enhance stability as they perform a range of balance activities and explaining how centre of gravity and base of support influence stability (AP, FMS, RE)
* reflecting on how the application of a game tactic improved scoring opportunities (AP, FMS, GS)
 |
| demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills VC2HP4M03 | * demonstrating acceleration, deceleration and changing direction of movement in minor games and rhythmic and expressive activities (AP, FMS, GS, RE)
* discussing and demonstrating different levels, movement pathways, and use of space and flow in movement sequences, such as when performing a dance routine to music or a simple gymnastics sequence (FMS, RE)
* using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences (AP, FMS, RE)
* exploring different ways of manipulating space to receive passes, maintain possession, or increase or decrease scoring opportunities in invasion, net/court, striking and fielding, and target games (AP, FMS, GS)
 |
| perform movement sequences that link fundamental movement skillsVC2HP4M04 | * performing routines incorporating different jumping, landing and balancing techniques, and connecting movements to create a movement sequence (FMS, RE)
* demonstrating fundamental movement skills in correct sequence to complete a movement task or challenge, such as long jump (FMS, GS, RE)
* performing floor routines using rolling actions, incline, weight transfer, flight and balances (FMS, RE)
* participating in dance routines from or inspired by Aboriginal and Torres Strait Islander Peoples’ cultures and different cultures, such as Tinikling from the Philippines, Polynesian dance and Japanese parasol dance (FMS, RE)
* using a surface dive to propel the body underwater to recover an object (FMS, LLPA, S)
 |

##### Sub-strand: Making active choices

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and wellVC2HP4M05 | * exploring how the body feels before, during and after participating in a variety of physical activities (AP, GS, HBPA, LLPA, RE)
* investigating the types of physical activities people engage in to maintain health, wellbeing and fitness (HBPA)
* performing warm-up and stretching routines to understand how to prepare the body to be active (GS, HBPA, LLPA, S)
* describing their body’s differing responses to physical activities such as yoga versus cross-country running (FMS, HBPA, LLPA, RE)
* participating in weight-bearing and high-intensity physical activities such as skipping, running games and climbing activities and explaining how these activities benefit health and physical fitness (HBPA, LLPA)
 |
| participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others’ safe participationVC2HP4M06 | * participating safely in physical activities in outdoor environments and aquatic settings in the local area and reflecting on the enjoyable components of participation and how to encourage family and friends to participate (AP, CA, HBPA, LLPA, S)
* discussing and acknowledging Aboriginal and Torres Strait Islander Peoples’ connection to special places and how these places are linked to physical activities (HBPA)
* participating in outdoor physical activities at home, for example in their backyard and in local parks, and exploring how they can be more active at home using everyday items as equipment (HBPA, LLPA)
* exploring ways in which people can connect with other members of their community through participating in recreation and formal and informal physical activities (HBPA, LLPA, RS)
* participating in physical activities in outdoor environments or aquatic settings where they are challenged to overcome perceived risks, such as safe ways to negotiate climbing equipment (AP, CA, LLPA, S)
 |
| explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendationsVC2HP4M07 | * brainstorming and participating in a range of games and physical activities and identifying those that they enjoy to co-create a bank of movement games that they can play during break times to be more active (AP, HBPA)
* examining the benefits of regular physical activity, including the influence on sleep, concentration and wellbeing, and identifying opportunities when they can be active at school, home and in the community (AP, HBPA, MH)
* exploring recommendations around time spent on screen-based activities in the Australian 24-Hour Movement Guidelines for Children and Young People and developing a plan so they can meet these recommendations (HBPA)
* identifying enablers and barriers to participating in physical activity, such as transport, cost and motivation (HBPA)
 |

##### Sub-strand: Learning through movement

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| apply creative thinking skills when solving movement problemsVC2HP4M08 | * applying fundamental movement skills to solve movement challenges such as how to move a ball from one end of a field to the other, how to strike a ball off a tee into space and how to evade an opponent (AP, FMS, GS)
* drawing on prior knowledge from other physical activity experiences to solve challenges faced when participating in outdoor activities, such as initiative games, ropes courses and obstacle courses (AP, CA, FMS, GS)
* developing questions and trialling answers with others as a strategy for solving movement challenges, such as partner or group balance challenges, game tactics to increase scoring chances and obstacle course challenges (AP, CA, GS, RE)
* applying different techniques to propel objects towards targets and determining the best method to improve accuracy (AP, FMS, GS)
 |
| apply rules and scoring systems to promote fair play and inclusion when participating in or designing physical activitiesVC2HP4M09 | * collaborating to decide rules for a new game to promote fair play and inclusion of all learners (AP, FMS, GS, RS, S)
* interpreting and applying rules fairly in physical activities where they are in an officiating role (AP, FMS, GS, RS)
* examining rules and scoring systems used in traditional games of different cultures, including Aboriginal and Torres Strait Islander Peoples, and comparing them to rules and systems used in other games they have played (AP, FMS)
* recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues (AP, FMS, GS, S)
 |
| perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activitiesVC2HP4M10 | * using cooperative skills and offering encouragement to successfully complete a movement task, such as a group initiative game, partner passing strategy or team strategy (AP, CA, FMS, GS, RS)
* cooperating with team members and opponents when self-umpiring small-sided games, making decisions and accepting the decisions of others (AP, GS, RS)
* working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates (AP, GS, RS)
* modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space (AP, FMS, RE, RS, S)
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, the curriculum builds on each student’s prior learning. During this time, students are taking more responsibility for their own health, physical activity and personal safety.

Students develop optimistic habits in the way they look at themselves, their world and their perception of what the future holds for them. They understand the importance of persistence and resilience in maintaining confidence and commitment to completing tasks.

Most students working at these levels will be experiencing the physical, emotional and social changes associated with puberty. The content teaches them about these changes and presents positive ways to manage these transitions. Students also learn about their own unique qualities, and explore the ways people define their own identities and value the diversity within their community.

Students are becoming more conscious of external influences on their attitudes, beliefs and behaviours. They explore how their choices and actions influence their own and others’ health and wellbeing within their home, school and community.

Students have frequent opportunities to apply and transfer the movement skills and strategies they have learnt and refined previously into a range of new movement situations in a range of settings, including indoor, outdoor and aquatic. They explore ways to actively participate in a range of physical activity settings and contribute to building a healthier community.

Students begin to explore more complex movement concepts and promote safe, equitable and fair participation for all. Students further develop and refine a range of communication and conflict resolution skills and processes, enabling them to interact appropriately and respectfully with others in a range of different movement and social situations.

By Level 6, it is anticipated that students should be able to demonstrate the knowledge and skills identified in the Victorian Water Safety Certificate.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| explain how identities can be influenced by people and places, and how we can create positive self-identitiesVC2HP6P01 | * explaining how influential people may impact the way individuals see themselves and influence their developing identities, for example parents, friends, coaches, sporting role models and influencers (MH, RS)
* investigating how Aboriginal and Torres Strait Islander Peoples identify within and across communities through connection to Country and Place, for example the 5 language groups of the Kulin Nation (MH)
* examining how beliefs and cultural practices convey meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities (MH)
* exploring how connection to people and places can influence personal and cultural identities over time, for example how relationships and experiences influence self-esteem (MH, RS)
* exploring the positive impact of celebrating strengths and differences, rather than comparing skills, abilities and appearances (MH)
 |
| investigate resources and strategies to manage changes and transitions, including changes associated with pubertyVC2HP6P02 | * understanding that experiences of puberty differ, and that the resources and strategies chosen to manage these changes are personal (RS)
* examining the strategies and range of products and resources available to manage the physical changes associated with puberty, including products for managing personal hygiene and menstruation (RS)
* understanding that physical changes experienced during puberty are linked to rites of passage ceremonies in many Aboriginal and Torres Strait Islander communities (RS)
* analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities (RS)
* examining how the developmental changes that occur through puberty prepare a person’s body for reproduction (RS)
 |
| investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypesVC2HP6P03 | * identifying characters in texts who are not constrained by traditional gender stereotypes and how this influences their choices, actions and wellbeing (RS)
* questioning the fairness of gender roles and proposing ways to challenge those practices that infringe on an individual’s human rights (MH, RS)
* investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community (RS)
* identifying those gender norms that can have limiting and harmful effects, and proposing strategies to advance gender equality and respect for human rights (MH, RS)
 |

##### Sub-strand: Interacting with others

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| describe and demonstrate how respect and empathy can be expressed to positively influence relationshipsVC2HP6P04 | * exploring strategies for managing the changing nature of relationships such as starting a new school, changing priorities or interests, family break-up/separation or joining a new sports team (RS)
* recognising how words and labels used to refer to Aboriginal and Torres Strait Islander Peoples and other cultural groups can cause offence and how this awareness can support and strengthen respectful relationships (RS)
* examining the behaviours people demonstrate when treating others in respectful ways, and comparing these to behaviours that constitute forms of bullying, racism or gender-based violence (RS, S)
* assessing the impact of different relationships on personal health and wellbeing, and developing strategies to cultivate healthier relationships (MH, RS)
 |
| describe and implement strategies to value diversity in their communitiesVC2HP6P05 | * proposing strategies to help others understand points of view that differ from their own and to encourage discussion about individual and cultural similarities and differences, to tackle discrimination such as sexism, racism and homophobia (RS, S)
* exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities (MH, RS, S)
* discussing the role upstanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia, racism and that which is appearance-based (RS, S)
* discussing and acknowledging the importance of cultural expressions of Aboriginal and Torres Strait Islander Peoples in maintaining a continuing deep connection to Country and Place and its influence on wellbeing (MH, RS)
* examining how beliefs, values and cultural practices convey meaning and influence people’s sense of identity and belonging (MH, RS)
 |
| apply strategies to manage emotions and analyse how emotional responses influence interactionsVC2HP6P06 | * exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations (MH, S)
* analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations (MH)
* exploring when emotional responses can be intense or unpredictable and practising strategies to self-regulate and manage expression of strong emotions (MH)
* analysing how appropriate emotional responses have a positive impact on relationships (MH, RS)
 |
| 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 | * exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to communicate their intentions effectively at each step (RS)
* practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations, including online (RS, S)
* analysing how a person may react to being denied permission to do something (for example feelings of shame and anger associated with rejection) and discussing options for dealing with situations when this may occur (RS, S)
* exploring strategies for effective decision-making (problem, choice, decision) when giving or denying consent (RS)
 |

##### Sub-strand: Contributing to healthy communities

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| 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 | * researching sources of health information and places where they can seek help at home, school and in the community, and prioritising those that are reliable and trustworthy, such as trusted adults, Kids Helpline, GPs, headspace, local council services and government websites (MH, S)
* examining ways to normalise and de-stigmatise help-seeking behaviour so they feel comfortable and confident seeking help when needed (MH, S)
* discussing strategies for maintaining online safety when using digital tools and digital media, including the options and processes for reporting negative or harmful behaviour (S)
* exploring actions they can take when they feel unsafe when online, for example who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions (RS, S)
* describing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust (RS, S)
* identifying and practising appropriate responses to unsafe situations, such as smoking and vaping (AD, S)
 |
| investigate different sources, quality and types of health information and how these apply to their own and others’ health choicesVC2HP6P09 | * examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health (AD, FN, MH, RS, S)
* analysing the nutrient value of a variety of foods and discussing how different foods can nourish and fuel the body for daily activity, growth and strength (FN)
* identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people (AD, MH, RS, S)
* examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable (MH, S)
 |
| analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communitiesVC2HP6P10 | * recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis (RS, S)
* investigating school and community practices that help promote and maintain health and wellbeing, such as eating a wide variety of nutritious foods, meeting recommendations for daily physical activity and creating connections with others to enhance social health (FN, HBPA, RS)
* discussing and understanding how kinship and extended family structures for Aboriginal and Torres Strait Islander Peoples support and enhance their health, safety and wellbeing (RS, S)
* scripting and rehearsing assertive communication techniques that can be used in a range of situations where they may be asked to do something they don’t believe is appropriate, such as smoking, vaping or drinking alcohol (AD, S)
* proposing and implementing strategies to create positive peer environments in online environments (such as evaluating the impact of ‘character’ behaviour when gaming with peers) and in person, to raise awareness of the harmful impact of name-calling and other verbally abusive behaviour (S)
* selecting and practising appropriate strategies to promote safety in different situations, including in the home and in water- and traffic-related situations (S)
 |

#### Strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settingsVC2HP6M01 | * applying stability and locomotor skills to dodge and feint in different movement situations (AP, FMS, GS)
* performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations (CA, FMS, GS, RE)
* adapting kicking, striking and throwing skills to a variety of new games and activities (AP, FMS, GS)
* combining surface propulsion and underwater skills in an aquatic environment (FMS, HBPA, LLPA, S)
* using feedback to improve body control and coordination (AP, CA, FMS, GS)
 |
| transfer familiar movement strategies to different movement situationsVC2HP6M02 | * transferring defensive or offensive strategies that have been successful in one game to a similar game and considering the effectiveness of these strategies on movement outcomes in the new game (AP, FMS, GS)
* examining and demonstrating how strategies used in one physical activity can be transferred to a new movement situation, such as hitting a ball into space in striking and fielding games and hitting a badminton shuttle into space on the opponent’s court (AP, CA, GS)
* transferring strategies to safely traverse obstacles in an outdoor environment (CA)
* making judgements, based on agreed criteria, about the effectiveness of transferring strategies from one game to another (AP, GS)
 |
| investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomesVC2HP6M03 | * demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control (AP, FMS, GS)
* working with a partner to explore pushing and pulling movements and how these can be manipulated to generate and perform counterbalances (RE, RS)
* developing strategies that exploit the playing space to create offensive or defensive advantage (AP, GS)
* adjusting constraints within a small-sided game to increase or decrease the time available for an attacker to make decisions when executing a movement skill (AP, GS)
 |
| create and perform a variety of movement sequences, modifying the movement elements of time, effort, space, people and objectsVC2HP6M04 | * composing movement sequences including balances to travel from point to point (FMS, RE)
* creating a movement sequence that demonstrates variations in flow and levels, and involves individuals moving together in time (FMS, RE)
* experimenting with different music genres such as Indian bhangra music when performing creative dances (RE)
* creating a movement sequence using equipment that shows changes in speed, direction and levels, such as on a beam, with a skipping rope or on an obstacle course (CA, FMS, RE)
* composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting to change direction of movement (FMS, RE)
* modifying the elements of movement when performing athletic movement sequences such as those for long jump and hurdles (FMS, GS)
 |

##### Sub-strand: Making active choices

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| participate in physical activities to investigate the body’s response to different levels of intensityVC2HP6M05 | * performing activities of different intensities and measuring breathing rate, heart rate and other body responses to categorise activities into low, moderate and high intensity (HBPA)
* participating in physical activity circuits to explore how the body feels before, during and after participation (HBPA, LLPA)
* designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity (HBPA, LLPA, S)
* participating in and designing physical activity opportunities that support their health and/or fitness goals (HBPA, LLPA)
 |
| 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 | * analysing how access to outdoor environments can influence participation in physical activities and enhance health and wellbeing (CA, HBPA, LLPA, MH)
* discussing how a connection to a community space can influence the types of physical activity people will choose to participate in, such as links to skate parks, surf beaches or bushwalking trails (CA, HBPA, LLPA, MH)
* participating in a swimming and water safety program at a local pool or beach environment and discussing how they can access aquatic environments safely and the different types of activities that can be undertaken in these environments (CA, HBPA, LLPA, S)
* exploring sociocultural factors that have an effect on enhancing health and wellbeing, such as community, peers, family, friends and cultural traditions (HBPA)
 |
| explore strategies to increase physical activity and reduce sedentary behaviour levels in their livesVC2HP6M07 | * creating and participating in an activity circuit they could replicate at home that is designed to improve health-related fitness (HBPA, LLPA)
* examining the benefits of physical activity for social health and mental wellbeing, and researching options for participating in physical activities in the local area, such as at school, local swimming pools, parks, gymnasiums and yoga studios (HBPA, LLPA)
* investigating the resources needed and steps required to set up a lunchtime sports competition, activity circuit or playground games aimed at increasing levels of physical activity among students and staff (AP, GS, HBPA)
* creating and participating in age-appropriate physical activities for whole-school/class theme days such as AFL days, mini Olympics and National HPE Day (AP, GS, HBPA)
* researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing individuals’ daily habits of physical activity to the recommendations and proposing strategies for enhancing or maintaining their levels of activity (HBPA, LLPA)
 |

##### Sub-strand: Learning through movement

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| predict and test the effectiveness of applying different skills and strategies in a range of movement situationsVC2HP6M08 | * predicting and systematically testing a range of solutions to unfamiliar movement challenges, such as kicking a ball with different techniques and applying skills and strategies in different target games, to find out which solution is most appropriate or effective (AP, CA, FMS, GS)
* adapting movement skills and strategies from other contexts to generate creative solutions to unfamiliar movement challenges when participating in activities such as frisbee golf or tchoukball (AP, CA, FMS, GS)
* co-developing criteria to assess effectiveness of responses to movement challenges, predicting the effectiveness of each, then testing and refining solutions against the criteria in order to achieve successful outcomes (AP, CA, FMS, GS)
 |
| devise and test rules and game modifications to support fair play and inclusive participationVC2HP6M09 | * discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what led to the game being inclusive and fair (AP, GS)
* investigating the effectiveness of rules used in traditional games of Aboriginal and Torres Strait Islander Peoples to promote participation, such as inkanyi (a cooperative running game played by the Pitjantjatjara and Yankunytjatjara Peoples of central Australia in which there are no winners) and barambah gimbe (a throwing and catching game from the lands of the Wakka Wakka People in which catchers can be nominated to increase participation) (AP, FMS)
* proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest, such as modifying field, court or pitch dimensions (CA, GS, LLPA, S)
* interpreting and applying rules correctly in physical activities (GS, LLPA)
 |
| participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilitiesVC2HP6M10 | * exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants (AP, GS, LLPA, S)
* using reflective listening and respectful communication when working in small groups on movement tasks or challenges (AP, GS, LLPA, RS)
* exploring and performing the duties and responsibilities of different roles for a range of physical activities (CA, GS, LLPA, RS)
* demonstrating effective communication skills when dealing with conflicts or disagreements in movement situations (AP, CA, GS, RS)
* proposing and implementing actions and behaviours that promote safe participation in physical activities (CA, GS, HBPA, LLPA, S)
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, the curriculum builds on each student’s prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.

Students investigate a range of health issues relevant to young people to understand that the decisions people make influence their own and others’ health and wellbeing. They examine the factors that can influence an individual’s actions, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available to them in the community, equipping them to seek early help when they or people around them need it.

In these levels, Health and Physical Education plays an important role in maintaining physical activity participation by providing opportunities for skill development in a variety of movement forms to enhance performance and competence, as well as providing enjoyment and a sense of achievement.

Students practise and apply more complex combinations of skills and strategies in a range of movement situations, including indoor, outdoor and aquatic settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others’ performances.

Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| analyse and reflect on the influence of values and beliefs on the development of identitiesVC2HP8P01 | * examining the benefits of accepting and appreciating their unique qualities and strengths in supporting their own and others’ wellbeing (MH)
* understanding and acknowledging the impacts of Aboriginal and Torres Strait Islander Peoples going through Sorry Business and the protocols that support the communities (MH)
* examining how cultural values and beliefs influence the way young people view themselves, for example Aboriginal and Torres Strait Islander people and Australians of Asian and other heritage (MH)
* examining how cultural beliefs about the physical changes experienced during puberty can influence gender, cultural and sexual identities (MH, RS)
* investigating strategies to manage the impact of influences on their identities and emotions, and responses to change; for example, seeking social support, practising mindfulness and emotional regulation (MH, RS)
 |
| analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changesVC2HP8P02 | * investigating the changing nature of peer and family relationships and proposing strategies to manage these changes (RS)
* accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older, including information about sexually transmitted infections, contraception and safe sexual practices (RS, S)
* examining how ceremonies of Aboriginal and Torres Strait Islander Peoples involve sharing of cultural knowledge leading to changes in social standing and responsibilities (RS)
* examining the notion of code switching; that is, how Aboriginal and Torres Strait Islander Peoples live across multiple cultures, and how these transitions can affect a sense of belonging to culture, family and peer groups (MH, RS)
* evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty, getting older and transitioning to new environments (such as secondary school) (MH, RS)
* examining the impact of physical, social and emotional changes that occur during periods of transition (most of which are beyond an individual’s control) and discussing the value of positive peer environments in supporting belonging and wellbeing (MH, RS)
 |
| examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypesVC2HP8P03 | * exploring scenarios in texts that demonstrate how gender inequality can arise from intergenerational patterns of inequity and unequal power in relationships (RS)
* examining how gender roles and stereotypes can influence beliefs and decisions about self, friendships, sexual relationships, sexual behaviour, contraceptive use, substance use and future life plans (AD, MH, RS, S)
* identifying those positive character attributes and strengths that are valued regardless of gender (MH, RS)
* investigating strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices (RS)
* exploring texts that demonstrate the impact of stigmatising language, such as negative labels, stereotypes and judgement, on the health and wellbeing of affected people (MH, RS)
 |

##### Sub-strand: Interacting with others

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| examine the roles of respect, empathy, power and coercion in developing respectful relationshipsVC2HP8P04 | * analysing how their behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family (RS)
* recognising the impact bullying and harassment can have on relationships, including online relationships (MH, RS)
* showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds (RS)
* proposing strategies for addressing racism towards people of different cultural backgrounds, including Aboriginal and Torres Strait Islander Peoples, and examining the role of upstanders in promoting respectful interactions and challenging disrespect and discrimination (MH, RS)
* examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships (RS, S)
* understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content (MH, RS, S)
 |
| investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communitiesVC2HP8P05 | * investigating how respecting diversity and challenging racism, sexism, ableism and homophobia influence individual and community health and wellbeing (MH, RS, S)
* examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality, body image and ability, and examining how resisting stereotypes can empower individuals to be themselves (MH, RS)
* developing strategies to challenge prejudicial views of gender, race, violence, sexual diversity, gender diversity, body image and ability to contribute to inclusive communities (RS)
* researching how norms, stereotypes and prejudice are challenged in local, national and global contexts (RS)
* investigating events and strategies that value the contributions of Aboriginal and Torres Strait Islander Peoples, such as Indigenous rounds in sporting codes and NAIDOC Week (MH, RS)
* identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time (MH, RS)
 |
| analyse factors that influence emotional responses and devise strategies to self-manage emotions VC2HP8P06 | * investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others (MH, RS)
* exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, taking into account how these responses may affect others (MH, RS)
* recognising and interpreting emotional responses to stressful situations and proposing strategies to ensure those responses don’t have a negative impact on their relationships with others (MH, RS)
 |
| 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 | * exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships (RS, S)
* understanding and applying online protocols to enhance relationships with others (MH, RS, S)
* protecting their own physical and emotional wellbeing, including recognising and responding to online content that may be harmful to themselves or others (such as grooming or image-based abuse) and respectfully communicating needs and concerns to a trusted adult (MH, RS, S)
* examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully (RS, S)
* rehearsing decision-making strategies they could use when giving or denying consent in different situations; for example, identifying the problem, planning to solve the problem and putting the solution into action (RS, S)
 |

##### Sub-strand: Contributing to healthy communities

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)VC2HP8P08 | * exploring different strategies they can use, and resources or help sites they can access or refer others to, if they are experiencing symptoms of anxiety or depression (MH, S)
* examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person’s willingness to seek help (MH, RS)
* exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as grooming, image-based abuse or negative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools (RS, S)
* analysing how upstanders play a role in ensuring online spaces are positive and safe, and examining how support services such as Kids Helpline and the eSafety Commissioner can provide support for young people who feel unsafe, bullied or abused online (MH, RS, S)
* exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use (such as alcohol, cigarettes, e-cigarettes, cannabis or inhalants), mental health issues, safety and risk-taking, and sexual health (AD, MH, RS, S)
* exploring basic first-aid principles and practising strategies to assist others in an emergency situation, such as DRSABCD and RICER (S)
 |
| investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeingVC2HP8P09 | * analysing the credibility, validity and relevance of health messages conveyed by different sources (including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions (AD, FN, HBPA, MH, RS, S)
* investigating how messages related to food are portrayed in the media and how this may impact decision-making in relation to health and wellbeing (FN)
* exploring and evaluating the accessibility and reliability of health information in the media that targets young people in relation to their health, wellbeing, body, sexuality, relationships and other health issues (AD, FN, HBPA, MH, RS, S)
* investigating community health campaigns targeting young people (including those targeting Aboriginal and Torres Strait Islander Peoples) and developing a school or community action plan to raise awareness and support for a chosen campaign (AD, FN, HBPA, MH, RS, S)
* analysing how messages related to bodies and appearance and sexual relationships are portrayed in different forms of media and how they may influence the way people feel about themselves and the way they act within relationships (MH, RS)
 |
| plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeingVC2HP8P10 | * researching health information and messaging to recognise credible sources of information, for example government organisations, the Royal Children’s Hospital and Beyond Blue (AD, FN, HBPA, MH, RS, S)
* investigating the recommendations made in the Australian Guide to Healthy Eating, the nutritional value of food, value for money and sustainability, and producing a guide to help students make choices when buying food from the school canteen and preparing snack and lunch options (FN)
* researching community messages and programs designed to promote safety, health and wellbeing in the community, such as road safety, safe use of public transport, water safety, food choices, education about e-cigarettes and gaming, and taking action to promote increased awareness of these programs in their community (AD, FN, HBPA, MH, RS, S)
* examining how different cultures value the contribution of the mind–body–spirit connection to health and wellbeing, for example Dadirri (the Aboriginal meditative practice of deep listening developed and shared by the Aboriginal Peoples of the Daly River region) and yoga and meditation practices from the Asia region (HBPA, MH)
* investigating preventive health strategies relevant to young people, and designing and implementing health promotion activities that raise awareness of these strategies (AD, FN, HBPA, MH, RS, S)
* investigating different approaches and developing personal plans for promoting their own positive mental health and wellbeing, such as mindfulness, relaxation techniques, using ‘do not disturb’ mode or turning off notifications on online devices, regular physical activity and increasing vegetable intake (FN, HBPA, MH)
 |

#### Strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| refine and transfer movement skills in a variety of movement situations, including indoor, outdoor and aquatic settingsVC2HP8M01 | * analysing their own and/or others’ performance using digital tools and implementing feedback to enhance performance of movement skills, including fundamental movement skills if required (CA, FMS, GS, LLPA, RE)
* transferring fielding skills from similar games when playing traditional and non-traditional sports and activities (AP, FMS, GS, LLPA)
* refining passing and receiving skills in a game involving increased defensive pressure (AP, FMS, GS)
* using feedback from teammates in a game to know when to travel, mark or intercept to achieve and retain possession (FMS, GS)
* refining a range of swimming strokes using feedback from a teacher, peer or video resources (FMS, LLPA, S)
 |
| design and demonstrate how movement strategies can be manipulated to improve movement outcomesVC2HP8M02 | * developing and implementing appropriate strategies for selected movement scenarios (CA, GS, LLPA)
* selecting strategies that have been successful previously and applying the most appropriate ones when solving new movement challenges (AP, CA, GS, LLPA)
* designing a new attacking and/or defensive strategy during minor or modified games (AP, GS)
* predicting the effectiveness of changes in tactics or strategies on scoring opportunities (AP, GS)
* examining and demonstrating the similarities of strategies used in different physical activities and how they can be transferred to new movement situations (AP, CA, GS, LLPA)
 |
| demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomesVC2HP8M03 | * performing a range of movements and analysing technique based on understanding of effort in relation to take-off, body position and landing (FMS, RE)
* demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight (FMS, GS)
* designing and refining performances to demonstrate how to manipulate space and relationships between players in the space to achieve successful movement outcomes (AP, FMS, GS)
* adjusting the timing of movement when performing skills in new movement situations such as striking a pitched ball rather than a stationary ball, or timing of rhythmic movement to music (AP, FMS, GS, RE)
 |
| 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 | * using feedback from others to refine the composition of a group movement sequence in response to music or other stimuli (FMS, RE)
* performing rhythmic movement sequences that demonstrate variations in flow of movements, use of space and relationships to other performers (FMS, RE)
* creating and performing different movement sequences requiring static and dynamic balance, demonstrating transition between the bases of support and flow of movements (FMS, RE)
* performing movement sequences to safely and efficiently travel around, over, up, under and through obstacles in an outdoor environment or built obstacles (CA, FMS, LLPA, S)
* using feedback from a peer coach to adapt movement sequences to create, use and defend space in invasion, net/court, striking and fielding, and target games (FMS, GS)
* adapt and combine previously learned skills to perform more complex athletic skills such as those for triple jump, high jump and javelin, demonstrating the elements of movement (FMS, GS)
 |

##### Sub-strand: Making active choices

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| participate in physical activities designed to improve fitness to investigate the impact of regular participation on health and wellbeingVC2HP8M05 | * using digital tools to design and monitor personal physical activity programs that support regular participation and meet their individual health, wellbeing and fitness goals (HBPA, LLPA)
* participating in a fitness circuit that could be implemented at home (with minimal equipment) that improves fitness goals (HBPA, LLPA)
* researching and participating in new activities, such as yoga, Pilates, mindfulness meditation, gym classes or HIIT sessions, to explore how these can enhance health, fitness and wellbeing, and evaluate which is best suited to their individual needs (HBPA, LLPA)
* creating a personal physical activity plan designed to improve or maintain components of fitness (HBPA, LLPA)
* participating in a range of physical activities and evaluating individual acute responses such as heart rate, breathing rate, ability to talk and recovery rate (GS, HBPA, LLPA)
 |
| 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 | * evaluating different strategies used to manage and protect environments where physical activities take place, such as bushwalking trails, surf beaches, skate parks and sporting fields (CA, LLPA)
* designing and evaluating physical activity options that reimagine the use of community spaces to encourage more active lifestyles among their peer group (CA, LLPA)
* promoting an understanding of minimal-impact recreation in the local area while investigating different approaches to custodial responsibility for Country and Place used by Aboriginal and Torres Strait Islander Peoples’ communities (CA, LLPA)
* exploring the variety of physical activity options available at community sporting facilities such as parks and leisure centres, and evaluating strategies used to promote safe and inclusive participation within the community, such as across different age groups (LLPA, S)
 |
| design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomesVC2HP8M07 | * designing and monitoring a personal physical activity plan that proposes realistic strategies for increasing physical activity levels and reducing sedentary behaviours (HBPA, LLPA)
* investigating which physical activities people engage in to maintain emotional and social wellbeing, and designing a program of activities aimed at increasing social connection and wellbeing (HBPA, LLPA, MH)
* comparing their current physical activity levels, amount of sleep and sedentary activity time with the Australian 24-Hour Movement Guidelines for Children and Young People and suggesting strategies for themselves and others to meet these recommendations (HBPA)
* creating a personal plan designed to improve or maintain health-related fitness (HBPA, LLPA)
* participating in a personal daily physical activity program, and evaluating the impact participation has on their mood and mental wellbeing (HBPA, LLPA, MH)
 |

##### Sub-strand: Learning through movement

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| propose, test and evaluate movement strategies and skills that would be most effective in different movement situationsVC2HP8M08 | * evaluating factors that enabled them to achieve success in movement activities and justifying how these factors can be transferred to other learning contexts (CA, GS, LLPA)
* explaining and justifying the movement strategies selected in response to movement challenges when participating in outdoor activities such as rope courses, bushwalking, orienteering or canoeing (CA, GS, LLPA)
* putting their movement solutions into action by predicting outcomes and testing the approach proposed to achieve successful movement outcomes (CA, GS, LLPA)
 |
| analyse modifications to equipment, rules and scoring systems that support fair play and inclusive participationVC2HP8M09 | * trialling and modifying rules, equipment or scoring systems to improve enjoyment, inclusion and success in physical activities (FMS, GS, HBPA, S)
* analysing the benefits and potential drawbacks of activities where players, rather than an independent official, are responsible for officiating the game (FMS, GS)
* examining rules, equipment and scoring systems of traditional games of Aboriginal and Torres Strait Islander Peoples and investigating how these support skill development and fair and inclusive play (AP, FMS, GS)
 |
| practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activitiesVC2HP8M10 | * undertaking various roles as a leader or collaborator to support the planning of physical activities for their team or peer group (CA, FMS, GS, LLPA, RE)
* adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes (CA, GS, LLPA, RS)
* applying an understanding of verbal, physical and situational cues to identify and respond appropriately to the feelings and motives of others when working in a team or group (AP, CA, GS, LLPA, RE, RS)
* reflecting on their role in a team or group and articulating how the actions they initiated in that role led to the achievement of various outcomes (AP, CA, GS, LLPA, RE)
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, the curriculum builds on each student’s prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing.

Students explore practical and creative actions that promote their own and others’ health and wellbeing and that of their wider community, such as designing strategies to promote safe practices that will contribute to the health and wellbeing of young people. Practical learning experiences at these levels support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people’s decision-making in relation to actions they take to promote their own and others’ health, healthcare options, help-seeking strategies and physical activity participation.

Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image, and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as these change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the roles of these in establishing and maintaining respectful relationships.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others’ movement performances.

Students have frequent opportunities to participate in physical activities, including in outdoor environments and aquatic settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

### Achievement standard

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 and elaborations

#### Strand: Personal, Social and Community Health – Health Education

##### Sub-strand: Identities and change

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| evaluate factors that shape identities and evaluate how individuals influence the identities of othersVC2HP10P01 | * evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences (MH)
* investigating how cultural beliefs and practices surrounding transitions to adulthood may differ between cultures, including the cultures of Aboriginal and Torres Strait Islander Peoples and Asian cultures (MH)
* analysing the role of family, friends and community in supporting an individual’s identity, and proposing strategies to demonstrate acceptance of diversity to enhance their own and others’ wellbeing (MH)
* examining how societal norms, stereotypes and expectations influence perceptions of movement competence (HBPA, MH)
 |
| refine, evaluate and adapt strategies for managing changes and transitionsVC2HP10P02 | * practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans (AD, MH, RS, S)
* assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions (MH, RS, S)
* analysing the changing roles and responsibilities for Aboriginal and Torres Strait Islander Peoples as their social standing changes within their communities (RS)
* discussing the impact of code switching on the development of identities for Aboriginal and Torres Strait Islander Peoples (MH, RS)
* rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings and opinions of others and contribute to optimal wellbeing (MH, RS, S)
 |
| investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationshipsVC2HP10P03 | * investigating and challenging attitudes that lead to people enacting, excusing or condoning gender-based violence (RS, S)
* analysing ways that attitudes towards gender equality and power can affect expectations and behaviour and lead to practices of sexual coercion, harassment, violence and submission (RS, S)
* evaluating how gender equality can empower people to develop equal and respectful relationships (MH, RS)
* investigating the relationship between the way that appearance is valued across genders and how this might relate to respect, inclusion and gender equality (MH, RS)
 |

##### Sub-strand: Interacting with others

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationshipsVC2HP10P04 | * investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships (RS)
* investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not balanced and respectful (RS, S)
* investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships (RS)
* identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation (MH, RS)
* investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments (RS, S)
 |
| propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communitiesVC2HP10P05 | * analysing the implications of attitudes and behaviours that marginalise, discriminate, are appearance-based, homophobic, racist, violent and harass individuals and communities, and proposing countermeasures to prevent these behaviours (MH, RS)
* investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to improve inclusiveness and accessibility (MH, RS)
* critiquing media representations of different cultural and racial groups and analysing whether the representations are respectful, realistic and inclusive (MH, RS, S)
* analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals, institutions and communities (MH, RS)
* proposing strategies to challenge stereotypes, prejudices, biases and discrimination that target specific cultural groups, such as Aboriginal and Torres Strait Islander Peoples and Australians of Asian heritage (MH, RS)
 |
| evaluate emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeingVC2HP10P06 | * proposing strategies for managing emotional responses and resolving conflict in a family, school or social situation, or online environment (MH)
* reflecting on the possible consequences of not recognising their own or others’ emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence (MH, RS)
* evaluating situations where an individual may react with extreme or uncontrolled emotion, and reflecting on the impact that this response may have on the situation and/or their relationships (MH, RS)
 |
| 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 | * investigating the legal requirements in the state of Victoria in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions (RS, S)
* reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others, for example at a party or when driving (AD, MH, RS, S)
* refining strategies to clearly and respectfully communicate their choices, needs and opinions in a range of relationship scenarios, such as in romantic, sexual, peer-group, family or work situations (RS, S)
 |

##### Sub-strand: Contributing to healthy communities

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| 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 | * critiquing the appropriateness and effectiveness of help and support services available for young people in the local community (MH, RS, S)
* proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of alcohol, cigarettes, e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens (AD, S)
* planning and practising responses to emergencies where they may be required to administer first aid to a friend or stranger, including CPR (S)
* understanding the factors that impact a person’s ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs or there is an imbalance of power or coercion within the relationship (AD, RS, S)
* examining practices, policies and processes for ensuring safe blood practices in a range of situations, including not sharing needles, taking precautions when participating in physical activities, administering first aid, and safe practices during sexual activity, including the use of condoms and dams (HBPA, RS, S)
* evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community (AD, FN, HBPA, MH, RS, S)
 |
| 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 | * critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, food choices, fitness and exercise plans, mental health, sexual health and personal safety (AD, FN, HBPA, MH, RS, S)
* recognising the foods eaten by people of a range of different cultures (including Aboriginal and Torres Strait Islander Peoples) and explaining why these foods are important to communities, for reasons beyond nutrition (FN)
* evaluating strategies and actions to increase safety, such as road safety and water safety programs, and planning to promote these in the school and community (S)
* investigating proactive community strategies for promoting better access and improved health outcomes for different groups in the community, including Aboriginal and Torres Strait Islander Peoples, people living in remote areas and people with disabilities, for example remote area dialysis buses and community-based treatment options (AD, FN, HBPA, MH, RS, S)
* discussing how the portrayal of sexual relationships in TV shows, advertisements, movies, popular music and online content (such as pornography) may influence people’s beliefs about respectful, safe and consensual relationships (RS, S)
* investigating how the use of gambling advertisements (‘gamble responsibly’ taglines) on TV and online accessibility to gambling may influence young people’s attitudes and behaviours around gambling, and proposing strategies to educate young people (MH, S)
 |
| plan, justify and critique strategies to enhance their own, others’ and community’s health, safety, relationships and wellbeingVC2HP10P10 | * investigating community-action initiatives young people have led that have had a positive influence on the health and wellbeing of their communities and instigating similar initiatives that could have a positive impact on the health and wellbeing of their community (AD, FN, HBPA, MH, RS, S)
* investigating how cultural rights of Aboriginal and Torres Strait Islander Peoples include maintaining traditional diets, and explaining how these have proven health and wellbeing benefits (FN, RS)
* analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking strategies, such as factors associated with menstrual health, gender diversity, sexual health and mental illness (MH, RS)
* proposing constructive, healthy and manageable actions when using digital tools and digital media to promote respect, inclusion and the wellbeing of others, such as researching what to do if they, or someone they know, is being targeted online (MH, S)
* investigating community-based initiatives to keep young people safe, such as initiatives targeting road safety, e-cigarettes, alcohol and drug use and gambling, and devising strategies to promote safe practices that will contribute to the health and wellbeing of young people in their communities, such as at school and sporting clubs (AD, MH, S)
* designing and evaluating strategies that enhance their own and others’ mental health and wellbeing, such as regular physical activity, positive self-talk, consistent sleep habits, mindfulness and social connection (HBPA, MH)
 |

#### Strand: Movement and Physical Activity – Physical Education

##### Sub-strand: Moving our bodies

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| 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 | * using knowledge of results feedback to support another student in refining a skill to perform with greater accuracy and control (CA, GS)
* using digital tools to record their own and others’ performance and providing feedback on timing of movement in relation to teammates, opposition players, movement of the ball or other external stimuli (GS)
* adapting and responding to changes in equipment that increase the complexity of a movement task or performance (CA, GS, RE)
* analysing their own or others’ performances, such as at a swimming, cross-country or athletics carnival, and proposing strategies for refining technique to improve performance (CA, GS, LLPA)
* transferring and adapting skills learned in one movement situation to different situations, such as in outdoor environments or aquatic settings (CA, GS, LLPA, RE)
 |
| create and refine movement strategies to achieve successful outcomes across a range of challenging movement situationsVC2HP10M02 | * reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances (CA, GS, LLPA, RE)
* performing and refining specialised movement skills in situations where the rules or conditions have been modified to vary complexity (CA, GS)
* adapting and refining movement strategies to enhance movement outcomes when using different types of equipment (CA, GS, LLPA, RE)
* evaluating the effectiveness of a range of strategies in game situations using a personally developed set of criteria and suggesting how to adapt to improve performance (GS)
 |
| apply movement concepts in new or challenging movement situations and analyse the impact they have on movement outcomesVC2HP10M03 | * experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths, such as top-spin forehands and outswing bowling (AP, GS)
* analysing a range of ways the body can absorb force and evaluating which techniques and equipment are most effective in preventing potential injury across a range of movement tasks (CA, GS, RE, S)
* analysing and describing how individual or team performance has improved through modifications to the use of space and time (AP, CA, GS)
 |
| 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 | * providing constructive feedback on their own and others’ group performance of a movement sequence (RE)
* creating and evaluating a group performance that demonstrates synchronous and individual movements (RE)
* using digital tools to record others’ performance, and providing feedback on synchronicity and timing of movements in relation to other people, objects or external stimuli (GS, RE)
* providing constructive feedback on their own and others’ performance by using movement-analysis software to break down a skill or sequence (CA, GS, RE)
 |

##### Sub-strand: Making active choices

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| participate in and evaluate physical activities designed to enhance health, fitness and wellbeingVC2HP10M05 | * performing a range of activities designed to improve fitness and analysing how the activities improve individual fitness components (GS, HBPA, LLPA)
* proposing realistic physical activity goals, and designing, implementing and evaluating a personalised program to incorporate regular physical activity into their weekly routines (HBPA)
* designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity (GS, HBPA, LLPA, S)
* investigating the cognitive and mental health benefits of physical activity and proposing strategies to support themselves or others to maintain engagement in physical activity to overcome barriers (HBPA, LLPA, MH)
* evaluating the signs of overtraining and engagement in physical activity at levels that might have a negative impact on mental health and wellbeing (HBPA, MH, S)
 |
| 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 | * creating and evaluating proposals to promote the use of outdoor environments within the local community for physical activity (CA, HBPA, LLPA)
* designing and evaluating a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community (CA, HBPA, LLPA, MH)
* investigating community-based campaigns to promote physical activity participation and evaluating key elements of success that could be replicated in a school-based campaign (HBPA)
* investigating local outdoor environments and community spaces where individuals and groups can connect and participate in physical and social activities (CA, HBPA, LLPA, MH)
* evaluating the role of access to outdoor and aquatic environments in achieving health and social outcomes (CA, HBPA, LLPA, MH, S)
 |
| 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  | * using digital tools to design, implement, monitor and evaluate a personal fitness plan that includes a timeframe, goals and a variety of specific activities that meet the needs of different people (HBPA, LLPA)
* justifying the selection of physical activities included in a personalised plan linked to physical activity goals and wellbeing outcomes they wish to improve or maintain (HBPA, LLPA)
* proposing and evaluating community-based physical activities that could be included in physical activity plans and evaluating the accessibility of these activities to promote their own and others’ health and wellbeing (HBPA, LLPA)
 |

##### Sub-strand: Learning through movement

| Content descriptions*Students learn to:* | Elaborations*This may involve students:* |
| --- | --- |
| transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situationsVC2HP10M08 | * drawing parallels between successful movement strategies in one sporting situation and how similar strategies could be used effectively in a different sport (CA, GS, RE)
* applying solutions to movement challenges based on past experiences when participating in outdoor or nature-based activities, such as rock climbing, bushwalking, abseiling, canoeing or kayaking (CA, LLPA)
* reflecting on the effectiveness of movement solutions, suggesting improvements that can be made and proposing how the solution can be transferred to other movement situations (CA, GS, RE)
 |
| demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groupsVC2HP10M09 | * evaluating how equitable participation in group activities can influence outcomes in physical activity (CA, GS, LLPA, RS)
* analysing how Aboriginal and Torres Strait Islander athletes have been treated in different sports and evaluating the impact that treatment may have on the participation of young Aboriginal and Torres Strait Islander people in sport and physical activity (GS, MH, RS)
* participating in competitions where players rather than an independent official are responsible for applying the rules (GS, RS)
* interpreting the role organisations play in fairness and ethical behaviour in sport, including organisations such as the Australian Sports Anti-Doping Authority, sporting tribunals, the Australian Human Rights Commission and the Court of Arbitration for Sport (GS, S)
* evaluating ethical behaviours and leadership strategies in a range of game-based settings (GS, RS, S)
 |
| devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skillsVC2HP10M10 | * evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all (CA, GS, LLPA, RE, RS)
* analysing the use of self-talk and encouragement to motivate themselves and team members to persevere in their participation when things get challenging (CA, GS, LLPA, MH, RE)
* creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles (CA, GS, LLPA, RE)
* identifying and evaluating leadership styles and group or team dynamics through collaboratively solving initiative games (CA, RS)
 |